National Library of Canada
Bibliothèque nationale du Canada

Canadian Theses Service
Service des thèses canadiennes

Ottawa, Canada
K1A 0N4

NOTICE

The quality of this microform is heavily dependent upon the quality of the original thesis submitted for microfilming. Every effort has been made to ensure the highest quality of reproduction possible.

If pages are missing, contact the university which granted the degree.

Some pages may have indistinct print especially if the original pages were typed with a poor typewriter ribbon or if the university sent us an inferior photocopy.

Previously copyrighted materials (journal articles, published tests, etc.) are not filmed.

Reproduction in full or in part of this microform is governed by the Canadian Copyright Act, R.S.C. 1970, c. C-30.

AVIS

La qualité de cette microforme dépend grandement de la qualité de la thèse soumise au microfilmage. Nous avons tout fait pour assurer une qualité supérieure de reproduction.

S'il manque des pages, veuillez communiquer avec l'université qui a conféré le grade.

La qualité d'impression de certaines pages peut laisser à désirer, surtout si les pages originales ont été dactylographiées à l'aide d'un ruban usé ou si l'université nous a fait parvenir une photocopie de qualité inférieure.

Les documents qui font déjà l'objet d'un droit d'auteur (articles de revue, tests publiés, etc.) ne sont pas microfilmés.

La reproduction, même partielle, de cette microforme est soumise à la Loi canadienne sur le droit d'auteur, SRC 1970, c. C-30.

NL-339 (r. 88/04)

Canada

THE UNIVERSITY OF ALBERTA

AN IMPLEMENTATION STUDY: ALBERTA CATHOLIC SCHOOLS

(C)

by

JANICE CECILLE MACINTYRE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATIONAL ADMINISTRATION

EDMONTON, ALBERTA

FALL 1988

Permission has been granted to the National Library of Canada to microfilm this thesis and to lend or sell copies of the film.

The author (copyright owner) has reserved other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without his/her written permission.

L'autorisation a été accordée à la Bibliothèque nationale du Canada de microfilmer cette thèse et de prêter ou de vendre des exemplaires du film.

L'auteur (titulaire du droit d'auteur) se réserve les autres droits de publication; ni la thèse ni de longs extraits de celle-ci ne doivent être imprimés ou autrement reproduits sans son autorisation écrite.

ISBN 0-315-45514-4

THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR Janice Cecille MacIntyre

TITLE OF THESIS An Implementation Study: Alberta Catholic Schools

DEGREE FOR WHICH THESIS WAS PRESENTED Master of Education

YEAR THIS DEGREE GRANTED 1988

Permission is hereby granted to THE UNIVERSITY OF ALBERTA LIBRARY to reproduce single copies of this thesis and to lend or sell such copies for private, scholarly or scientific purposes only.

The author reserves other publication rights, and neither the thesis nor extensive extracts from it may be printed or otherwise reproduced without the author's written permission.

Janice C. MacIntyre

PERMANENT ADDRESS :

Box 2147
Westlock, Alberta
TOG 2LO

DATED September 29, 1988.

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommended to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled An Implementation Study: Alberta Catholic Schools submitted by Janice Cecille MacIntyre in partial fulfillment of the requirements for the degree of Master of Education.

Supervisor

Date September 29, 1988

ABSTRACT

The purpose of this study was to describe and analyze the process of change in Catholic Schools of Alberta particularly through the use of the Blueprints School Profile Questionnaire (BPQ) of the Alberta Catholic School Trustees' Association. There was one general research question asked in the study: What are the factors associated with change at the school level? Fourteen questions related to the BPQ guided the research. Factors were found, at the school level, for the subprocesses of change: adoption and implementation.

A questionnaire was designed to find principals of Catholic Schools of Alberta who used the BPQ, an instrument intended to initiate/continue Catholic School renewal. Non-User principals were asked to give information relating to their non-use. Users were asked to respond to questions regarding the adoption and implementation of the BPQ. Seventeen principals volunteered further information to their questionnaire responses by interview.

The population for the study was all Catholic Schools in Alberta. There were 259 schools in the population. A stratified sample of 187 principals was determined, of which, 94 returned usable questionnaires. Schools were divided into four strata by student population of school district, and further stratified by grade levels.

The findings showed that:

1. a great number of factors affected change,
2. some factors appeared to facilitate change and others appeared to inhibit it,
3. factors interacted,
4. factors could have both positive and negative effects,
5. change was context- and time-dependent,
6. there were multiple realities,

7. accessibility of detailed information was necessary for adoption at the school level,
8. innovation covering a great scope was a barrier to change,
9. leadership on three levels was necessary,
10. change was facilitated by:
    - 10.1 clarity,
    - 10.2 adequate planning,
    - 10.3 meaningful involvement of key implementors in each previous phase of change,
    - 10.4 principals' knowledge of setting,
    - 10.5 readiness/need felt,
    - 10.6 accessible resources, and
    - 10.7 evident support of relevant groups.

ACKNOWLEGEMENTS

I would like to express appreciation to the many people who contributed to the research in some way, thus making the completion of this study possible.

Sincere thanks are extended to Dr. D.A. MacKay, my thesis advisor, whose course work in the field of educational change gave me a background for my research, and whose wisdom, guidance, and encouragement kept my research on-going and focused.

Thanks are also extended to Dr. Ken Ward and Dr. Janis Blakey for their valued contributions to the project as members of the Committee.

My sincere appreciation is expressed to the Board of Directors of the Alberta Catholic School Trustees' Association who supported the study, and in particular, to Mr. J. Kevin McKinney, the Executive Director of the Association, and Dr. Richard Laplante, Coordinator of Religious Education Services, for their time, expertise, and resources.

Thanks are extended to Dr. Robert Schulz who supplied the initial framework for the research topic.

Thanks are also extended to Mr. Jim Collins for his help in the organization of the sample.

I would like to thank the administrators that piloted the study's questionnaire and the principals of the Yellowknife Separate Education System, who pre-tested it, for their contributions towards the final draft of the questionnaire.

Sincere thanks are extended to the Board of Trustees of the Westlock R.C.S.S.D. #110, Mr. Richard Martin, Superintendent of Schools, and staff of St. Mary School who supported the research project in many ways.

Appreciation is expressed to the Catholic Superintendents of Alberta, who supported my research with encouragement, and to the many Catholic School principals who gave their time to participate in the survey.

A special thankyou is extended to Mrs. Christiane Prokop for her expertise in the preparation of the research questionnaire and her assistance in the analysis of the data.

The production of the thesis was a major part of the process and would not have been possible without expertise and time given by Mrs. Debbie Rhinehart, Mr. Garth Moore, and H. K. Kua.

The support and understanding of a loving family allowed me to give this project the time it required. A deep gratitude is felt for my parents, Andrew and Florence Renaud, and my parents-in-law, John and Margaret MacIntyre. I would like to thank my husband Michael for his skills as editor of the study and for his patience and understanding throughout the project. Finally, I would like to thank my son Justin for being my inspiration.

TABLE OF CONTENTS

CHAPTER		PAGE
ONE	INTRODUCTION	1
	Statement of the Problem	4
	Questions to Guide the Research	4
	Significance of the Study	5
	Assumptions	7
	Delimitations	7
	Limitations	8
	Definition of Terms	8
	Plan of the Thesis	9
TWO	REVIEW OF THE LITERATURE	12
	Overview	12
	Introduction	12
	Loosely Coupled process	16
	1. Mobilizaton	17
	2. Implementation	17
	3. Institutionalization	18
	Implementation Dominance	19
	Macro- and Micro-Implementation	23
	Conditional Nature of Explanation and Prediction	27
	Research of Hall and Loucks	27
	The Systems Management Approach to Implementation	29
THREE	RESEARCH DESIGN	34
	Overview	34
	Methodology	34

Questionnaire Design 34
Interview Design 38
Sampling 39
Data Collection 43
Data Analysis 44
Summary 45
FOUR RESULTS AND INTERPRETATION OF DATA 46
Overview 46
Introduction 46
Representativeness of Sample 46
Part One: The Sample 50
Description of Total Sample 50
1. Awareness of the BPQ 50
2. Use of the BPQ 50
3. Type of Catholic School 54
4. Grade Level 55
5. Age of Principal 56
6. Attendance at Provincial Blueprints Conferences 57
7. Years of Experience as Principal 58
8. Years as Principal in Present School 60
9. Principal Movement 61
Summary 62
Part Two: Description of the Subsample Groups 63
Description of the Non-User Group 63
Description of the Total User Group: Past and Present-Users 71
Description of the Past-User Group 74

Description of the Present-User Group 79

Summary 80

Part Three: Adoption of the BPQ at the School Level.... 82

Awareness of the Provincial Blueprints Process 82

Awareness of the BPQ 83

Rate of Adoption 84

Factors Associated with Adoption of Change Through Use of the BPQ at the School Level 91

Summary 94

Part Four: The BPQ: The Implementation Process 96

Benefits of the BPQ 97

Effect on Teaching Staffs 98

Problems Related to Use of the BPQ 99

Planning 103

Implementation Using the BPQ 104

Changes to the BPQ 108

Collaborators 109

Changes in School Objectives 110

Advice of Users of the BPQ 112

Summary 113

Part Five: The Blueprints Conference / Process 114

The Personal Growth Process 119

The Professional Growth Process 119

Challenges Associated with Blueprints 120

Factors Associated with the Implementation Of Change through the Use of the BPQ At the School Level 122

Factors that Appeared to Facilitate the Implementation of Change 122

Factors that Appeared to Inhibit the Implementation of Change 125

Summary of the Findings 127

FIVE CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH 134

Overview 134

Statement of the Findings 134

Biographical Data 134

Questions to Guide the Research 135

Research Question: What are the Factors Associated with Change at the School Level? 147

Part A. What are the factors associated with adoption of the BPQ through the use of the BPQ 147

A.1 Factors the Appeared to Facilitate Adoption of Change through the Use of the BPQ at the School Level 147

A 2. Factors that Appeared to Act as Barriers to the Adoption of Change through the Use of the BPQ at the School Level 147

Part B. What are the factors associated with implementation of change through the use of the BPQ at the School level? 149

B.1 Factors that Appeared to Facilitate Implementation of change through the Use of the BPQ at the School Level? 149

B.2 Factors that Appeared to Inhibit the Implementation of change through the Use of the BPQ at the School Level 149

General Conclusions 153

Concluding Statements about the Factors Associated with Change at the School Level 154

Recommendations 156

1.Recommendations for persons about to become change agents at the School Level 156

2.Recommendations for persons about to become change agents at the School District Level 158

3.Recommendations for persons about to become change agents at the Provincial Level 159

Suggestions for Further Study 161

REFERENCES 163

APPENDIX A: MISSION STATEMENT 167

APPENDIX B BLUEPRINTS SCHOOL PROFILE QUESTIONNAIRE 170

APPENDIX C: QUESTIONNAIRE: CATHOLIC SCHOOL RENEWAL AND INTERVIEW SCHEDULE 177

APPENDIX D: "STAGES OF CONCERN" AND "LEVELS OF USE OF AN INNOVATION" 198

APPENDIX E: CORRESPONDENCE (Letters) 202

Original Request to Catholic School Superintendents of Alberta 203

Original Request to Superintendent of Edmonton Catholic School District 204

Follow-up Letter to Superintendents 206

Approval of Research from Ethics Review Committee 207

Research Application Form of Field Services 208

Original Request to Principals of Catholic Schools of Alberta 209

Original Request to Principals of Edmonton Catholic School District 210

Original Request to Superintendent of Yellowknife Separate Education District 211

Letter to Pilots of Research Questionnaire 212

Letter to Principals of Pre-Test of Research Questionnaire..... 214

Follow-up Letter to Principals 216

Letter to Interviewed Principals..... 217

APPENDIX F: COMPLETE LISTING OF "EVIDENT SUPPORT OF CHANGE" OF SCHOOL DISTRICT AND COMMUNITY 218

APPENDIX G: LETTER OF "PERMISSION TO COPY" FROM ACSTA..... 221

APPENDIX H: BLUEPRINTS ACTION PLAN FORMAT 223

APPENDIX I: FULLAN'S FACTORS ASSOCIATED WITH ADOPTION AND FACTORS AFFECTING IMPLEMENTATION 225

LIST OF TABLES

TABLE		PAGE
3.1	Arbitrary Subgrouping of the Target Population	41
3.2	Number of Schools Surveyed in Each Stratum	42
3.3	Distribution of Returned Questionnaires	44
4.1	Sample Representation	48
4.2	Awareness of the BPQ	51
4.3	Status of BPQ Use of Total Sample	51
4.4	Status of BPQ Use by Strata	52
4.4a	Status of BPQ Use of N-U and Total User Subgroups: Combined Strata Subgroups I and II; III and IV	52
4.5	Status of BPQ by Grade Levels	53
4.5a	Status of BPQ Use of N-U and Total User Subgroups by Grade Level	54
4.6	Combined Past and Present Users by Grade Level: Total; Subtotal Strata I and II; Subtotal Strata III and IV	54
4.7	Distribution of Catholic School Districts: Sample and Sample Subgroups	55
4.8	Distribution of Grades in the Schools: Sample and Sample Subgroups	56
4.9	Distribution of Ages of Principals: Sample and Sample Subgroups	57
4.10	Attendance at Provincial Blueprints Conferences	58
4.11	Years of Experience as Principal	59
4.12	Years as Principal in Present School	60
4.13	Types of Evident School District Support: Sample and Sample Subgroups	65
4.14	Types of Evident Community Support: Sample and Sample Subgroups	66
4.15	Reasons Why Respondents Did Not Use the BPQ	69

4.16	Levels of Use: by Subgroups and Total Sample.....	73
4.17	Evidence Given in Assigning Level of Use.....	76
4.18	Reasons for Stopping Use of the BPQ.....	88
4.19	Reasons for Becoming a Pilot School.....	90
4.20	Factors Associated with the Adoption of Change through Use of the BPQ by School Principals.....	92
4.21	Problems Associated with Use of the BPQ.....	102
4.22	Factors Associated with the Implementation of Change Through the Use of the BPQ.....	124

LIST OF FIGURES

FIGURE		PAGE
4.1	Representation of Catholic Schools of Sample by Arbitrary Geographical Zones in the Province of Alberta.....	49
4.2	Rate of Adoption of Blueprints Renewal at the School Level and Rate of Adoption of the BPQ at the School Level.....	85

CHAPTER ONE

INTRODUCTION

The Second Vatican Council of the Roman Catholic Church, held in Rome in the years 1962 to 1965, initiated church renewal and reform in light of modern technology and rapidly changing times. Christian education was among the many areas addressed by the Council. In their "Declaration on Christian Education" the Council reaffirmed the Church's traditional position regarding its role in formal education, the right to "establish and...run schools of every kind and at every level" (Second Vatican Council in Abbott, 1966: 646). The Declaration was considered a "starting point for further dialogue " and was followed in 1977, by a second, more developed statement, entitled "The Catholic School". It was described by Temple (in Tkach, 1983: 359) as a

> "powerful exhortation to understand the pluralistic world in which Catholic schools operate, the advances in pedagogical insight now available, and the central role of the family in education."

In the late 1970s, members of the Alberta Catholic School Trustees' Association (ACSTA) were involved in two important processes that would greatly affect the future of Catholic Schooling in Alberta. First, the Association began a renewal of its own purpose to "foster and support Catholic education" and had commissioned a paper entitled "The Theory and Practice of Catholic Schools" which Temple (in Tkach, 1983: 359) described as having the following purpose;

> " to provide a framework from which the ACSTA province-wide and individual school boards locally could generate philosophical statements, goals, and objectives to underpin and rationalize their work."

This paper, coupled with the document "The Catholic School" provided a theoretical foundation for Catholic Education in Alberta. The response to these documents from the Bishops of Alberta and the ACSTA, as cited by Temple (in Tkach, 1983: 359) was "the establishment of a task force to examine implications for this province's Catholic

educators." Trustees heard the report of the task force at their Annual Convention in 1979 and then convened a provincial conference for administrators.

Second, the Association was involved in a struggle with the Provincial Government regarding equalization of tax revenues between the public and separate school system. By 1979, the organization had successfully lobbied for changes in legislation that would "allocate revenue from undeclared corporate assessment on a per pupil basis and...[see] changes in allocating grants in lieu of taxes..." (King 1980: 2). With apportionment of tax revenue no longer regarded as critical, the Association could focus on its objectives concerning the quality of teacher education and the renewal of purpose and identity of the Catholic school system (Tkach, 1983: 349-352).

A province-wide change process was initiated by the ACSTA in 1981 with a provincial conference for administrators on "Developing Blueprints for the Future: The Mission and Ministry of the Catholic School" (Temple in Tkach, 1983: 359). The project applied modern technology and systems management techniques to system renewal as a means of achieving excellence in Catholic schooling. Blueprints was considered by its designers to be on the leading edge of Catholic schooling.

As commissioned by the ACSTA, a Mission Statement was written by Father Michael O'Callaghan of Newman Theological College, Edmonton, expressing the purpose of Catholic Schools in ten statements. (See Appendix A.) During the 1981 Blueprints Conference, participants used the Mission Statement to develop eight goals of the Catholic School system and a number of strategies by which the goals could be achieved.

Participants of the first conference recognized three areas vital to the achievement of the goals of the Catholic School system: trustee support, support of the clergy, and the development of the school principal (Temple, in Tkach 1983: 364). In 1982, the second provincial conference, entitled "Celebrating the Principalship" was held. Principals and

vice-principals were designated as key change agents in a "middle-out" process (Schulz, 1985: 51). A paper was presented that explored the "religious dimension" of the role of the Catholic school principal. In the conference outcomes, administrators expressed unsureness of their new ministry, but saw the need to involve teachers as soon as possible. The suggestion of a guide to help principals "engage in the implementation process" (ACSTA 1982: sec.10-1) was made.

During the following year, this suggestion took form; the planning committee of the 1983 Blueprints Conference, "relying heavily on the expertise of Drs. Schulz and Guzie" produced a questionnaire that would be the thrust of the third conference called "Profiling and Building the Catholic Identity of Our Schools" (Temple, in Tkach 1983: 366). The Blueprints School Profile Questionnaire (henceforth to be known as the Blueprints Profile Questionnaire or BPQ) was an instrument by which, Temple (in Tkach, 1983: 366) stated,

> "school staffs could collate their present perceptions of their school's religious life, analyze its strengths and weaknesses, and identify priorities for action."

There were four sections in the questionnaire, with each section "keyed to [particular aspects of] the Mission Statement and to the goals developed at Blueprints 1981" (Temple, in Tkach 1983: 366). Each section dealt with the issues of Catholic education at the school level in the form of statements to which a respondent could react. (See Appendix B.)

One hundred and twenty conference participants received instruction regarding the way to use the questionnaire and how to interpret the aggregate profile. Reports from schools piloting the questionnaire were coupled with a session on methods of planning.

Feedback from the use of the BPQ was dependent on the informal network of conference participants, but a lack of continuous feedback of the BPQs' success was noted by members of the ACSTA. In the spring of 1985, designers of the questionnaire

were interested to know who had used the BPQ, how it was used, and how effective it had been. This study describes the adoption and implementation of the BPQ by principals as an instrument that initiated the implementation of a change process in Catholic Schools in Alberta.

Statement of the Problem

The study is intended to describe and analyze the process of micro-implementation of the "Blueprints for Future Catholic Schools" change process of the Alberta Catholic School Trustees' Association. Specifically;

What are the factors associated with change at the school level particularly through the use of the Blueprints School Profile Questionnaire ?

Questions to Guide the Research

In an attempt to uncover factors associated with change, fourteen questions were formulated to guide the research:

1. How extensively is the renewal process being implemented throughout the Province of Alberta?
2. How extensively is the Blueprints School Profile Questionnaire being used?
3. What were the reasons that caused principals to use the Blueprints School Profile Questionnaire?
4. What steps were involved in using the Blueprints School Profile Questionnaire as a means of initiating or supporting a renewal process?
5. How were key actors involved?
6. What key decisions were made?
7. What resources were utilized?
8. What was the time frame of the implementation strategies?
9. What were/are some indicators of implementation success?

10. What were some school objectives resulting from use of the BPQ? How were objectives met?
11. How did pilot schools facilitate change?
12. What barriers to change arose during implementation? In what ways did principals deal with them?
13. In what ways did Blueprints conferences affect principals implementing renewal?
14. How are principals measuring their school's progress?

It was not the intention of the study to evaluate the outcomes of change. The purposes of the study was: (1) to give as accurate as possible a description of the principals as change agents , in particular, those that used the BPQ, (2) to record the frequency at which certain events occurred, and (3) to describe certain events that occurred. Some school philosophies and activities are mentioned in the findings of this report as samples of some of the results of the implementation of the BPQ. They are not meant to set standards to measure other schools' performance or evaluate the results of the implementation.

Significance of the Study

Implementing change in an educational system has historically been problematic. Moreover, many change projects failed to effect any real change in practice at all. The ever-changing nature and the complexity of both the educational setting and human variables contribute largely to the problem.

The purpose of researching planned educational change is to find knowledge to better enable practitioners in the field to deal with the realities of change.

Bennis (1969: 64) noted,

> "What I particularly object to...is that they [theories of social change] tend to explain the dynamic interactions of a system without providing one clue to the identification of strategic leverages for alteration. They are suitable for observers of social change, not for practitioners. They are theories of change, and not of changing."

Fullan (1982: 96), after an extensive review of the literature, found that the need to be well-planned in the process of implementation was as important as the "content of reform itself." He referred to Bennis'"theory of changing" as a prelude to his guidelines for action and "contingency" planning. Fullan says the "theory of changing" suggests,

> "that we determine to what extent factors conducive to implementation can be altered in favorable directions. The extent to which certain factors cannot be altered is the extent to which we cannot go beyond the realm of bringing it about..."

Berman (1981: 278) also addressed the complexity of educational change and the likelihood of limited generalization within a defined category. He directs research to first,

> " categorize variables [of the factors affecting the educational change process] into types that reflect their status in the educational change process..."

Williams and Elmore (1976: xv) concluded that,

> "...we [researchers] will be limited by the realities of the field; there almost never will be any sure technological fix. Problems of implementation are ultimately problems of politics and bureaucracy. As long as we keep this...in mind, we believe that useful research can be done and that implementation in social programs can be improved significantly."

The purpose of the survey is to give educators associated with "Blueprints for Future Catholic Schools" systematic feedback of data regarding the use of the BPQ and the characteristic factors associated with the change process. It may also provide out-of-province educators interested in attempting change of this nature with specific knowledge of such change. The survey may act as a change agent to spur interest in Blueprints and the use of the BPQ. Findings of the research may give direction to the continued growth

of the change process in Alberta. Finally, the research may provide a basis for the further study of change.

Assumptions

For the purposes of this study it was assumed that:

1. the information derived from the study of the use of the BPQ would give an adequate description of "implementation of change" in Catholic Schools in Alberta,
2. since the Blueprints project was described as Catholic School Renewal, and the intent of the change appeared to meet with Gardner's definition of renewal (1964: 6-7), the term "renewal" could be used interchangeably with the term "change" (See page 116),
3. principals' perceptions adequately described the change process in their school,
4. stratifying the schools based on student population of school district would group together schools that had similar administrative environments (i.e.) number of principals, central office personnel, resources).

Delimitations

This study is delimited in the following ways:

1. the study focuses on the first two phases of change: adoption and implementation, and does not evaluate the outcomes of change,
2. the study samples principals of Catholic Schools in the Province of Alberta,
3. factors associated with change are described at the school level only, not at the classroom level.

Limitations

The data of the survey was limited to principals' responses only. It is based on their perceptions and descriptions of the change process in their schools, and of their perceptions of the Provincial Blueprints process. Perceptions can often be inaccurate and misleading but were necessary because of the "nature of change", because of the limited research on the Blueprints change process at the time, and because of the researcher's limits, in terms of available resources.

Definition of Terms

Adoption

"Adoption" means the decision by someone or some group for whatever reasons to initiate or promote certain programs or certain directions for change. "Adoption" can be used interchangeably with "Initiation".

Blueprints for Future Catholic Schools

"Blueprints for Future Catholic Schools" (Blueprints) means an innovation for excellence in Catholic Schooling originating as an ACSTA sponsored project beginning in 1980, in which a process of Catholic School Renewal was initiated and promoted.

Blueprints Questionnaire User

"Blueprints Questionnaire User" means one who is currently (1987) making reference to the items of the Blueprints School Profile Questionnaire and acting upon them to develop long and short range plans for school goals and objectives.

Blueprints School Profile Questionnaire

"Blueprints School Profile Questionnaire" (Blueprints Profile Questionnaire or BPQ) means a questionnaire developed by Blueprints Provincial Planners as an instrument to facilitate the process of Catholic School Renewal in schools.

Factor

"Factor" means an element, condition, quality, etc. that helps to bring about a result.

Implementation

"Implementation" means the process of putting into practice an idea, a program, or a set of activities new to people attempting or expected to change.

Innovation

"Innovation" means any practice new to the person attempting to cope with an educational problem.

Pilot School

"Pilot School" means a school volunteered by the superintendent and principal to use the Blueprints School Profile Questionnaire with the staff, in the early months of 1983. Many pilot schools provided feedback at the 1983 Blueprints Conference in Calgary.

Renewal Process

"Renewal process" means a process by which the purpose of the organization is examined and the philosophy and practice are brought into line with the purpose.

Plan of the Thesis

Chapter One has introduced the reader to the background of the study and showed how the BPQ was involved in the Blueprints change process. The problem to be

researched and specific research questions were identified. The significance of the study was described and the assumptions, delimitations, and limitations were identified. Definition of the terms of the study concluded the chapter.

Chapter Two contains a review of the literature beginning with a brief history of the research on change and the knowledge utilization of those in the field. It then reviews the three "meta-propositions" or ways of thinking of change researchers in the 1980s, focusing on factors found to be associated with change. A detailed description of the work of Hall and Loucks follows. A discussion of "systems management" theory, as it relates to implementation of change, gives a context for micro-implementation in the Catholic educational system.

Chapter Three describes the methodology of the study beginning with the development of the questionnaire used in the research and the interview schedule that subsequently developed. Sampling techniques are also presented in great detail. The chapter concludes with a discussion of data analysis.

Chapter Four presents the findings of the study. It provides details of the degree of representation of the sample followed by a detailed description of the sample itself. Biographical information is given. The second level of analysis describes the sample in terms of the three User groups emanating from the data: Non-Users, Past-Users, and Present-Users. Three major discussions arose from the open-ended questions and follow the section on sample description. They are: "Adoption of the BPQ at the School Level", "BPQ: The Implementation Process", and "The Blueprints Conference/Process." A discussion on the factors associated with implementation concludes the findings.

Chapter Five focuses on the conclusions and recommendations drawn from the analysis of the data. It begins an attempt to answer the research questions. Concluding statements are drawn from the factors associated with adoption and implementation.

Some recommendations are made for the implementation of change at the school, district, and provincial level. Ideas for further study are suggested.

CHAPTER TWO

REVIEW OF THE LITERATURE

Overview

The review of the literature begins with a summarized history of change research and knowledge utilization from the 1950s to the 1980s based on a review of research findings by Berman (1981).

A digest of research findings is then presented addressing the three "meta-propositions", or ways of thinking, of modern change research purported by Berman (1981); loosely coupled process, implementation-dominance, and the conditional nature of explanation and prediction. The factors associated with change are emphasized in the context of this "implementation paradigm".

A detailed description of the work of Hall and Loucks on the Concerns Based Adoption Model follows as the third section of the review.

The chapter concludes with a theoretical view of the implementation process from a systems management perspective.

Introduction

Educators in the field have been applying research findings to solve the problems of educational change for the last three decades. Many of their earlier efforts were unsuccessful due to a limited understanding of the process involving personal change, but even with a broad base of research, success has been limited because of the very nature of the educational environment.

Educational change is considered to be within the realm of social sciences that deals with, " the hidden motivations and diverse values [of human subjects] which are constantly being activated and frequently change in unpredictable ways" (Fullan, 1982: 84). Fullan (1982: 84) further comments,

> "It *is* easier to put a person on the moon than to attain the goal of raising reading levels across the country, because the factors keeping reading at its current level are innumerable, different in different situations, constantly changing, and not conducive to altering on any wide scale."

In his review of educational research, Berman (1981: 253) concluded that research on planned educational change had produced a "multitude of findings" since the 1960s. Moreover, in two decades, it had undergone a "dramatic transition...toward new ways of understanding, thinking about, and doing research on...educational change."

In the 1950s, an experimental mode of inquiry prevailed in which "fixed and constant treatments" were used (Berman 1981: 257). Those researching change, and consequently those developing the "technology" of change assumed that "new technologies [or descriptions of new tasks for teachers] were fixed and constant treatments...practitioners would adopt these technologies if they had information about them" (Berman 1981: 257). Research in the 1960s challenged these assumptions. Findings from the "Head Start and Follow-Through" planned variation experiments, for example, brought about new information. The findings of the project developers, Weikart and Banet, 1975, (in Berman 1981: 258) showed a gap between the "theoretical model" and the "implemented model." They found variations in the model among the schools involved in the change and variations in the model over time. This finding tended to explain the variation of student outcomes that Lukas and Wohlleb, 1973, (in Berman, 1981: 258) found in their evaluation of the Head Start project. They found "more variation in student outcomes from classroom to classroom nominally using the same model than...among classrooms using different models (Berman, 1981: 258)." Berman felt this case was a good example of findings that led researchers and those concerned with making policy in the 60s and 70s to assume that change in the educational setting was a "technologically dominant" process (Berman, 1981: 258). In such a process, it was believed that "results depended primarily on the quality of the educational method" (Berman, 1981: 258). Thus adoption of " a successfully demonstrated project" was

considered to be a "sufficient as well as necessary condition for [school] improvement" (Berman, 1981: 258).

Federal policies based on these assumptions often furnished "seed-money funds" (Berman, 1981: 258) to adopters, spread information of "valid innovations", and focused on reasons to adopt innovations. The research by Sarason, 1971, (in Berman, 1981: 258) on the New Math innovation found that many school districts adopting the innovation and assumed to be using it, had only a small degree of implementation. Berman notes that these findings concurred with the research of Smith and Keith (1971), Gross et al. (1971), who also found unsuccessful attempts in the practice of an innovation despite its adoption (Berman, 1981: 259).

Berman (1981: 258) cited Carlson (1965) in noting a second serious error in research up to this time - using the unit of adoption as the "individual ", thus missing the "organizational dynamics of adoption" when using the "district organization" as the unit of adopter. More recent studies in adoption of innovation, however, began to uncover characteristics of the change process and factors that influenced its results from an organizational aspect. Berman (1981: 259) cites Baldridge (1975) who argued that "organizational and environmental variables matter"; Corwin (1975) found that teacher characteristics explained variance in innovation; and Daft and Becker's research (1978) not only concurred with these findings but "conceptualized [the adoption process] in empirically based terms."

Change research in the 1970s continued to be based on traditions and assumptions from the diffusion literature of Rogers (1962), Havelock (1969), and Rogers and Shoemaker (1971) which was applicable to education in only general and limited ways (Berman and Mc Laughlin, 1974: 9). Four models of change developed: Problem-Solving, Linkage, Social Interaction, and Research, Development, and Diffusion. Berman felt these descriptions were infrequently based on the research findings of the

time and rationalized "school district behavior in facing the change process" with the following six assumptions drawn from the literature of the time:

1) school officials adopt innovation to pursue educational goals,

2) they are motivated by a "performance gap", which is a discrepancy between district needs and accomplishments (Zaltman et al., 1977 in Berman, 1981),

3) they actively search for alternative innovations to fill this gap,

4) they discard innovations that are not effective,

5) the school district organization acts as a coherent system, and

6) the process of change is a linear sequence of stages.

Up to this time, policies based on these assumptions were often unsuccessful in producing desired results, and the findings of research began to question the "law-like nature of the assumptions." Thus, in the face of an increasing amount of research findings that tended to produce confusion rather than clarity, the assumptions of the 1970s gave way to a new way of thinking about change in the 1980s.

Berman (1981: 260) describes the shift in research focus :

a) from "analysis of replicable products to studies of process",

b) from "fixed and constant treatments to broad evaluations",

c) from "primacy of adoption to consideration of the whole change process",

d) from a "quest for superior technologies to an exploration of organizational and contextual explanations of change", and

e) from "formulation of general rationalistic models of school district behavior to empirical, albeit often particularistic, findings."

He argues that three dominant ideas of change "reflect current assumptions and tendencies, as well as cumulative findings." Change is characterized as: (1) a loosely coupled process, (2) implementation-dominant, and (3) having a conditional nature of explanation and prediction (time- and context-dependent) (1981: 261, 264, 274).

Loosely Coupled Process

Berman (1981: 264) describes the change process as "three complex organizational subprocesses called mobilization, implementation, and institutionalization." The subprocesses are envisioned as "loosely, not linearly, coupled" which shows a shift from the previous linear stage concept. Berman considers a school district to be an organizational system with its "state being described by the routine behavior of its members." He therefore sees organizational change as "a change in routine behaviors." Berman states, "The process of change consists of the events and activities as the system moves from one state to another." He then defines each subprocess as,

> "Mobilization is the process whereby the system prepares for a change in state...includes the decision to adopt a change effort...but it neither begins or ends the decision.
>
> Implementation is the process whereby the system attempts a change in state- that is, it comprises the activities of users attempting to use an innovative idea.
>
> Institutionalization is the process whereby the system stabilizes a change in state...involves activities relevant to establishing new [behavioral] routines."

Berman cites Weick (1976) who suggested " school districts were loosely coupled organizations" where teachers and administrators work "more or less autonomously" and where school and school district administration "work more or less autonomously." Thus, Weick explained, "implementation can occur at different parts of the system at different times, and institutionalization can therefore be interspersed with implementation" (1981: 267).

Fullan (1982: 40) saw a model of change consisting of four sequentially appearing "phases", each entangled with the next, which he labeled "initiation, implementation, continuation, and outcomes." The phases were similar in description to Berman's subprocesses. Fullan (1982: 41) purports change to be a lengthy process

which takes minimally three to five years. He stresses change to be a process and not a singular event (Hall, 1977, Fullan and Park, 1981, in Fullan 1982: 41).

1.Mobilization

From the research (Daft and Becker, 1978, Emrick et al., 1977, Miles, 1978, and Rosenblum and Louis, 1981), Berman (1981: 268) found mobilization (initiation or adoption) to consist of various activities [of a school district] ...grouped into four functions: (1) policy image development, (2) planning, (3) internal support systems, and (4) external support systems.

Fullan (1982: 42) drew from the research a list of ten main factors associated with adoption:

1. Existence and quality of innovations
2. Access to information
3 Advocacy from central office
4. Teacher pressure/support
5. Consultants and change agents
6. Community pressure/support/apathy/opposition
7. Availibilty of federal or other funds
8. New central legislation or policy (federal/state/ provincial)
9. Problem-solving incentives for adoption
10. Bureaucratic incentives for adoption

Fullan recognizes these factors to "influence...decisions to reject or adopt specific change programs, policies, or directions" (1982: 42). He cautions, however, that (a) the adoption phase has not been researched in great detail up to this time, and (b) adoption (and implementation) depend on not one factor acting alone but several factors "which interact in different combinations in different situations" (1982: 53).

2. Implementation

Berman's review of the literature found no"single generic process" (1981: 270) to summarize implementation experiences. Implementation appeared to be a "fragile set of events, people, and ideas at the right times in the right places" (1981: 270). Although several theoretical models of implementation were developed, Berman felt that none could

fully encompass the multiple realities present during the process. There were two aspects that repeatedly characterized the activities of actors involved in implementation: mutual adaptation (Berman and McLaughlin 1974, 1975, 1978), and clarification (Gross et al.: 1977, Berman and McLaughlin, 1977). Mutual adaptation was described by McLaughlin (1976: 169) as,

> "a process...in which project goals and methods were modfied to suit the needs and interests of the local staff and in which that staff changed to meet the requirements of the project."

Clarification, as viewed by Berman and McLaughlin (1977, in Berman 1981: 273),

> "is a process whereby each user develops his or her understanding of- and belief in- the innovation as it evolves during implementation."

3. Institutionalization

Lewin (1958, in Berman 1981: 273) viewed institutionalization as the refreezing of a state which had previously been unfrozen and altered in some way. But the research of Berman and McLaughlin (1977) and Berman and Pauly (1975) (in Berman, 1981: 273) showed that successful implementation did not necessarily lead to the institutionalization of innovation. They noted that many "successfully implemented " innovative projects were highly dependent on Federal seed money, and, in its absence, did not continue. This implied, Berman (1981: 274) argued that before change is stabilized:

(a) "teachers needed to assimilate what they had learned during implementation, and

(b) districts needed to incorporate new routines produced by the innovative project into decision-making about budget, personnel, support services, and instruction."

Institutionalization was found in Berman and McLaughlin (1977) and Herriot and Gross (1979) (in Berman, 1981: 274) to be a "highly political process...in which the innovation's educational success plays a distinctly secondary role."

Implementation - Dominance

In the early 1970s, the literature on implementation of educational change was almost non-existent. In 1973, Pressman and Wildavsky (in Kritek, 1976: 87) also found the literature on change in the social sciences to be virtually silent regarding implementation. Case studies, however, began to show the necessity of finding variables of the implementation process that affect the success of innovative attempts.

In 1970, Goodlad and Klein (in Kritek, 1976: 86) made observations on educational reform in practice. They found little actual practice despite principals' and teachers' claim of adoption of the innovation. Smith and Keith, 1971 (in Kritek, 1976: 88) found both program goals and the means toward attaining them to be "vague and abstract statements" (Kritek, 1976: 88) which led to an inability to recognize the innovation in practice. Staff conflict arose over "varying [and legitimate] interpretations" of what the means and ends of the program really were. These factors associated with implementation contributed to unintended outcomes and failure of the individualized instruction innovation.

In 1972, Charters and Pellegrin studied four schools implementing differentiated staffing projects. After one year the crucial barriers they found preventing successful outcomes arose during implementation. They found:

1) a strain between the ideology of teacher governance and the strategy of directed change
2) gross unclarity in conceptualization and definition of what the schools were attempting to implement through change projects
3) heavy reliance on structural changes in the belief that appropriate behavior changes would automatically flow,
4) a false assumption that a statement of abstract program values and objectives will easily be translated into new and appropriate behavior patterns at work,
5) an unrealistic time perspective of those responsible for educational innovation
6) ambiguity and stress arising between the established administrative structure of the district and the temporary system for project management
7) lack of experience of teachers in forming and implementing processes and procedures for collaborative decision making
8) conflict in goals, values and interests of the key actors
9) absence of monitoring procedures to assure implementation

10) failure to recognize the severity of role overload of staff members
11) constraints of the time schedule, and
12) lack of provision for additional resources.

Berman (1981: 262) further noted the "process studies" of Sarason (1971); Gross et al.(1971); Wacaster (1975); Bentzen (1974); and Bredo and Bredo (1975) to have found that implementation problems, not content, were "reasons for failures of innovations."

Berman and McLaughlin, of the Rand Corporation of Santa Monica, California (1976) conducted a large scale research project that studied the process of educational innovation in schools in the United States. School districts implementing these innovations received federal "seed money" but were expected to fund from other sources once the program had been implemented. The research gave key findings regarding implementation:

1) implementation dominates the innovative process and its outcomes,
2) effective implementation depends on the receptivity of the institutional setting to change,
3) effective implementation is characterized by the process of mutual adaptation, and
4) local school systems vary in their capacity to deal with innovations and with stages of the innovative process.

The factors or independent variables that can affect innovative projects were found to be: (a) "project characteristics" which were educational treatment or technology; resource level, scope of the proposed change, and implementation strategy; (b) "institutional setting" including organizational climate and motivations of administration and staff, and characteristics of school, district, and principal actors, and (c) "federal policies" meaning federal change agent program objectives and management strategies.

Fullan and Pomfret (1977) reviewed 15 case studies of educational innovations dealing with curriculum and instruction. They focused on implementation in order to

"conceptualize and measure" the actual change (1977: 336). Twelve studies were found to measure the degree of implementation from a fidelity perspective and three from a process perspective, labeled "mutual adaptation" (Berman and Pauly, 1975 in Fullan and Pomfret 1977 : 340 ; Berman and McLaughlin, 1976). Fullan and Pomfret defined implementation as the "actual use of an innovation or what an innovation consists of in practice" (Fullan and Pomfret, 1977: 336) and found five dimensions of implementation in practice: changes in materials, structure, role/behavior, knowledge and understanding, and value internalization.

A second objective of the research was to find reasons why " so many educational changes fail to become established" (1977: 337). A list of "empirically derived" factors affecting implementation were organized into four broad categories:

Characteristics of the Innovation

- explicitness (what, who, when, how)
- complexity

Strategies

- in-service training
- resource support (time and materials)
- feedback mechanisms
- participation

Characteristics of the Adopting Unit

- adoption process
- organizational climate
- environmental support
- demographic factors

Characteristics of the Macro Sociopolitical Units

- design questions
- incentive system
- evaluation
- political complexity.

Hall and Loucks introduced the Concerns Based Adoption Model (CBAM) of assessing and facilitating implementation (Hall, Wallace, and Dorsett, 1973 in Hall and Loucks 1977: 265). It was based on the individual as the adopter of change and

suggested that change happens in stages rather than bi-polar use/nonuse. Two dimensions: Stages of Concern (SoC) and Levels of Use (LoU) could determine the place where a user was in relation to an innovation for the purposes of teacher inservice for more effective innovation adoption.

Berman (1981: 272) and Fullan and Pomfret (1977: 355) described LoU as a measure of "fidelity" of effective implementation. Berman (1981: 272) further noted that the results of the LoU can be reinterpreted to determine mutual adaptation.

Levin (1981), from a policy perspective, analyzed ten implementation cases in an attempt to determine "what conditions...have contributed to their degree of effective implementation" (1981: 66). A list of conditions and factors was generated:

1. strong leadership
2. favorable context (especially crisis)
3. interest group involved in aiding implementation rather than resisting or opposing
4. technological nature of the task (and a known and available technological solution)
5. autonomous agencies
7. outsiders implementing policy upon someone else
8. law enforcement
9. coercion

Levin further notes that while each condition contributes to effective implementation, there is a limit to each, and there are some conditions that are not replicable, thus illuminating the complex nature of the implementation problem.

Berman (1981) reviewed educational change for the purpose of identifying a shift in the change paradigm, describing the new paradigm, and predicting future research. He generated five broad categories of factors affecting the educational change process and gave illustrative variables suggested by the literature:

1. Local contextual conditions

    district characteristics
    characteristics of implementing subsystem
    student characteristics
    community characteristics

2. Primary attributes of change effort

    core substance of the technology
    certainty of technology
    complexity of change efforts
    scope of change efforts
    centrality of change effort
    cost

3. Local policy choices

    participation strategies
    staff development activites
    coordination, control, communication procedures

4. Endogenous variables

    attitude of users over time
    attitude of key actors over time
    evolution of policy image
    support for change effort
    extent and quality of planning
    degree of conflict over change effort
    community involvement
    clarity about innovation
    change in user behavior, organizational arrangements, and technology

5. External variables subject to change during implementation

    stability of funding
    federal and provincial (state) regulations
    episodic changes in context (such as new principal, or new School Act)

Berman (1981: 281) noted that factors in Category 1 were relatively stable (3-5 years), factors in Category 2 were associated with the nature of the innovation, Category 3 referred to the strategic choices made by the school district actors within it, and Category 4 and 5 variables are subject to change except for core or "primary characteristics" that do not change. Variables in Category 5 may not be replicable.

Macro- and Micro-Implementation

Berman (1978) found two levels of implementation, macro and micro, that were two very different processes. He used the term "loosely coupled structure" to describe the process of "macro-implementation" and defined it as "a government executed policy

so as to influence 'local delivery organizations' to act in desired ways" (1978: 164). He defined "micro-implementation" as the response of the local organization to "devise and carry out their own internal policies" (1978: 164).

Micro-implementation was suggested to be one event of a "chain of four distinguishable 'passages' in the macro-implementation of policy in social services delivery sectors" (1978: 167). The chain consisted of:

a) administration- the translation of a policy decision into a specific program meant to carry out the policy's intent,

b) adoption- by local agencies which may result in "slippage" between programatic guidelines and local response,

c) micro-implementation- the passage from adoption to locally implemented practices in which "mutation" or "adaptation of a project to its local organizational setting during implementation" takes place, and

d) technical validity- the degree to which "the implemented practice leads to outcomes" (1978: 167).

Berman noted four clusters of factors emanating from the literature that are associated with the "uncertainties and problems of macro-implementation" and, within which, micro-implementation occurs:

1) global discrepancies between organizations in a loosely coupled policy sector,

2) influence of compliance and consonance known to cause slippage

3) resource deficiencies, and

4) communication difficulties among organizations.

Berman (1978: 174) then said that in order to understand micro-implementation, a "gestalt of the local system" is necessary. He described a "public delivery system" : (1) to behave as a system embedded in a local setting to which it delivers services and with

which it interacts, and (2) to be affected by the larger environment of which the local setting and the local system is a part. He further explained that micro-implementation when viewed from a local perspective,"is a carrying out of local policy, not federal policy." He labeled this "implementation within [the greater] implementation [process]: deliverer implementation" (Berman, 1978: 174).

The context for "deliverer" implementation was detailed by Berman (1978: 174) who first defined the distinctive characteristics of a "public social service system" (seen as hospitals, schools, and welfare agencies), as:

1) labor intensive nature of the delivery task,

2) ambiguity of output criteria, and

3) openness of the delivery system to its environment .

Berman then elaborated on the way the traits defined the context for implementation by saying:

a) delivery of the social service (in the case of education, learning) consists of continuing interactions overtime between the professional deliverer and a recipient of the service,

b) outputs are vague, and usually do not influence authoritative decisions, technical validity of programs is often disputed and policy evaluation serves political and bureaucratic ends, therefore, project adaptation during implementation frequently reflects not feedback from project outcomes, but rather bureaucratic and political adjustment to the process of implementation itself, and

c) organizations are prone to uncontrollable and uncertain events. Administrators' words are seldom the last word, and environmental turbulence has a magnified effect on implementation (1978: 175-176).

Berman described the path of implementation as three phases called: (1) mobilization, including the decision to adopt and the subsequent planning for innovation, (2) deliverer implementation, meaning the carrying out of the specific local policy, and (3) institutionalization (1978: 176-7).

During mobilization, the "political and bureaucratic decision to adopt are the real core of starting a new practice and the goals and agenda profoundly affect the fate of the project" (1978: 177). The planning phase emphasizes the necessity for adequate planning of resources, personnel, procedures, although what is "adequate" was not seen as definable. The process of planning was seen to have effects on the political, bureaucratic, and personal support within the delivery system (1978: 177). Berman cited two hypotheses from the literature (1978: 177):

a) the importance of broad participation in planning as a means for generating deliverer commitment (Giaquinta : 1973, Fullan and Pomfret : 1977), and

b) the significance of coalition building and bargaining for cementing the bureaucratic commitments of managers. (Cyert and March : 1963, Hargrove : 1975).

"Deliverer implementation" was described by Berman (1978: 177) as "translating the adopted plans into an operational reality" in which deliverers make the key decision of "adaption", that is, "they adapt the project to standard behavior or adapt their behavior to the plan." Berman and McLaughlin, (in Berman, 1978: 178) found that without "mutual adaptation", or the adaptation of projects to the local conditions, projects were not implemented at all.

Institutionalization was seen by Berman (1978:178) as a "by-product" of implementation. It included the decisions made by local managers to make the implemented practice become routinized in some way, to make the practice attractive to

local bureaucrats and politicians, and to make decisions that must be carried out by local deliverers.

Conditional Nature of Explanantion and Prediction

Berman (1981: 275) studied the extensive literature reviews of Averch et al. (1974), and Cronbach (1975) and found "no consistent relationship between educational treatment and outcomes." He also noted that inconsistent findings had been common among variables in the research of Berman and McLaughlin (1978), and Downs and Mohr (1976). Therefore, Berman argues that it is necessary to put conditions on findings so that "results are known to apply to particular situations and in particular organizational settings" (1981: 275). Berman cited the contrary findings of Rosenblum and Louis (1981) and Berman and McLaughlin (1977) as reason to believe that context of the change project is an important factor (eg. rural vs non-rural schools). The research of Berman and Pauly (1975) is then cited to show that conditions are also factors affecting the generalizability of change theory (eg. elementary vs secondary schools). Endogenous variables were then described as those factors being context-dependent and time-dependent. The example,"compatibility of the innovation to the implementing organization" was cited from Rogers and Shoemaker's research (1971) as an endogenous variable that changed from school to school within the time span of the innovative project. Berman (1981: 278) concluded his argument by citing Hage and Aiken (1970), Zaltman et al. (1977), Corwin (1973), and Yin et al. (1978) whose research identified factors (participation for example) that had "different effects at different times on different phases of the change process."

Research of Hall and Loucks

Hall and Loucks (1977) described a new approach for assessing and facilitating implen:entation of an educational innovation. It is based on the work of Fuller (1969)

that emphasized "individual differences in teacher learning" and applied to the context of innovation adoption. Hall and Louck's work attempts to pinpoint the degree of implementation of the individual adopter in order to "know where ...[adopters] are in the process of change" (1977a: 18). The Concern-Based Adoption Model (CBAM) was developed at the University of Texas Research and Development Center for Teacher Education by Hall, Wallace and Dossett in 1973. The seven-stage model, "Stages of Concern about the Innovation" (SoC), measured the concerns of adopters as they progressed along a continuum of concerns of the self, through concerns of the task , to concerns about the impact on the clientele. It was premised on the idea that,"concerns have a direct effect upon performance, and that lower level concerns must be alleviated before higher level concerns can emerge" (Hall and Loucks 1977a: 18). While an individual's concern for an innovation progressed, a simultaneous progression in the user's familiarity and effectiveness was observed (Hall and Loucks 1977: 19). A second dimension was therefore developed by Hall, Loucks, and Newlove (1975) called the Levels of Use of an Innovation (LoU). It measured the behavior of the adopter as he or she used the innovation and showed an eight-stage progression from Nonuse, no knowledge of or plans to use, to Renewal, user actively seeks other ways to supplement or replace the innovation. (See Appendix D for a detailed description of the stages of SoC and LoU.) While the SoC measured the feelings and concerns, the LoU focused on user behavior "demonstrated in relation to the innovation" (Hall and Loucks, 1977a: 20). The SoC and LoU scales parallel each other and as a result, imply that the user would progress at approximately the same rate along each scale. A second implication is that if the SoC of a user is high and use is low, a rapid advancement by the user will result with little difficulty or outside input. Two unfavorable consequences were also implied. Discontinuance may result from: (a) the innovation does not appear to meet the user's

expectations, and (b) use runs ahead of SoC because of irrelevancy of the innovation, or, because it is too threatening (Hall and Loucks, 1977a: 20-21).

Hall and Loucks (1977a: 21) noted a broader implication of the CBAM model that lead the researchers to believe that some innovations are actually "innovation bundles" or an innovation comprised of a number of innovations. In assessing a user's status it has been found that the user may " be at very different places with respect to each innovation component."

The SoC and LoU of a user is obtained through the use of standardized questionnaires that have been validated by the researchers through extensive field testing. The LoU "focused interview" (Hall, Loucks, and Newlove, 1975b: 21) is designed to gather information through a "branching" format of questions which determine the "user, past-user, or non-user" status of an individual. A second set of questions then probe specific input categories to determine the level of use of the user. Hall and Loucks (1975a: 5) note that LoU describes behaviors of innovation users and does not focus on such aspects as attitudes or motivations of the user, therefore it "does not attempt to explain causality."

The Systems Management Approach to Implementation

The case in study, Blueprints for Future Catholic Schools, is a "systems management" approach to project implementation (ACSTA, 1986: 3). Since Elmore (1978: 185), a social scientist concerned with social program implementation, believes, "understanding organizations is essential to the analysis of implementation," a discussion of the model of systems management and organizational theory is presented.

In 1978, Elmore applied the present knowledge of organizations for the purpose of understanding "how policies are shaped in the process of implementation" (1978: 187). Elmore identifies a "system management model" as one of four "schools of thought that can be brought to bear on the implementation process." He argues that his

application of organizational theory presents a "legitimate analytic perspective" which is drawn from both normative (what should be) and descriptive (what really is) data. At this time, however, a brief discussion of "systems" theory may enable the reader to better envision the "systems management model."

Organizations can be thought of as systems. A system is defined by Tossi and Carroll (1976: 156) as,

> "a set of interrelated components surrounded by a boundary which absorbs inputs from other systems and transforms them into outputs that serve a function in other systems. Complex organizations, are open systems interacting with an outside environment and adjusting to it."

Tossi and Carroll (1976: 157) identified five subsystems or groups of related activities which are engaged to meet "objectives of the organization." Three were seen as primary: (1) production, (2) adaptive, and (3) boundary-spanning. The remaining two comprised the collateral subsystems: (4) maintainance and (5) managerial.

Primary subsytems are the "line" (Davis in Tossi and Carroll, 1976: 157) or "fundamental requirements" (Barnard in Tossi and Carroll, 1976: 157) of an organization. These subsystems "make the organization go" (Tossi and Carroll 1976: 157). Production is the "technical core" or the activities which produce "the product, service, or idea...consumed by the public." Boundary-spanning activities are carried on within the organization but link it to its "relevant" or immediate environment by "procuring inputs and distributing outputs." The adaptive subsystem is the activities that monitor the environment.

The purpose of the two collateral or secondary subsystems is to "insure the smooth relations between subsystems." The maintainance subsystem carries out "support activities." It functions to "maintain morale" and is referred to as the "staff" concept of the organization (Tossi and Carroll, 1976: 158). Managerial subsystems, according to Katz and Kahn (in Tossi and Carroll, 1976: 163), "comprise the organized

activities for controlling, coordinating, and directing the many subsystems of the structure."

Elmore (1978: 191) proposes "system management" theory to hold the central principle as "rational value-maximizers." He explains that from this perspective, or assumption, the organization is "effective to the extent that the members maximize performance on their central goals and objectives." An organization based on this assumption, has a set of "well-defined" objectives reflecting its purpose and each task carried out in the organization should be aimed toward at least one of those objectives.

"Systems management" puts emphasis on the "principle of hierarchical control" (Elmore 1978: 191). The management subsystem is the controlling and coordinating authority "which is the locus of the decision-making process." It functions to bring together "parts capable of concerted action around a common purpose" (1978: 192). Top management is seen to be responsible for the "overall system performance, which in turn allocates specific tasks and performance objectives to subordinate units and monitors their performance" (1978: 191). Elmore purports "hierarchical control to be the single most important element insuring that organizations behave as systems" (1978: 192).

Strategic planning plays an important role. Anthony (in Elmore, 1976: 192) defines such planning as," the process of deciding on objectives, on resources used to obtain these objectives, and on the policies that are to govern acquisition, use and disposition of these resources." Anthony then relates how policies move to operations by defining (a) management control as," the process by which managers assure that resources are obtained and used effectively and efficiently in the accomplishment of the organization's objectives" and (b) operational control as," the process of assuring that specific tasks are carried out effectively and efficiently."

Decision-making, in "systems management" theory, is distributed to find "optimal allocation of resources, tasks, and performance criteria among subunits of an

organization" (Elmore 1978: 192). This principle allows a surprising latitude for "the exercise of lower level discretion" (1978: 193). "Sub-optimization" was a process labeled by Hitch and McKean (in Elmore 1978: 193) and defined as,

> "an attempt to find optimal solutions to subproblems, rather than whole problems of the organization...holding subunits responsible for a certain level of output but allowing subunit managers the discretion to decide on the means of achieving...a certain level of output."

Elmore (1978: 193) notes, however, that this process creates complex problems in practice such as finding the appropriate criteria for the performance of a subunit.

Kaufman (in Elmore 1978: 194) sees organizational behavior achieved through the use of "preformed decisions" and sub-optimization. In systems management, the socialization of members into the organization is also aimed toward achieving this behavior. Katz and Kahn (in Elmore 1978: 195) describe the maintainance subsytem as activities involving "recruitment, indoctrination, socialization, reward and sanction...[that function to] maintain the fabric of interdependent behavior necessary for task accomplishment." The effect of the processes "shape" the decision-maker, as the organization often "demands of its people" putting "the requirements of their formal role above their personal preference" (Elmore 1978: 195).

Implementation in systems management is viewed as a dynamic process that is "always goal-directed and value-maximizing" (Elmore 1978: 191) It consists of:

1. clearly specified tasks and objectives that accurately reflect the intent of policy
2. a management plan that allocates tasks and performance standards to subunits
3. an objective means of measuring subunit performance, and
4. a system of management controls and social sanctions sufficient to hold subordinates responsible for their performance.

Two weaknesses of the model are seen by Elmore (1978: 197) as a lack of regard for other agencies at the government level that may need to be influenced for successful program implementation, and, a lack of concern for how the organization operates in reality, as opposed to how it ought to function.

CHAPTER THREE

RESEARCH DESIGN

Overview

This chapter will describe the methods used to gather and analyze the data collected in the study. A brief discussion of survey research methods will be followed by the design of the questionnaire and interview schedule. The sampling techniques used will be explained and a brief discussion of the data analysis will conclude the chapter.

Methodology

Survey research was the methodology chosen to address the study's problem. A questionnaire was designed to meet the purpose and objectives of the research. It was piloted and then pre-tested.

The "interview request form" was an item that emerged as a result of the pilot. Pilot principals tended to give short responses to the open-ended questions but were prepared to discuss the responses further by interview. Therefore, the researcher felt that the opportunity to ask principals if they would consent to an interview should not be passed. Interview request forms were enclosed with the questionnaire.

One hundred and eighty-seven questionnaires were sent to the stratified sample of Catholic School principals in Alberta. There were 96 questionnaires returned to the researcher, and 17 interview forms. After a preliminary analysis of the data, an interview schedule was drawn, and mailed to the 17 principals along with a tentative interview time. Fifteen telephone interviews and 2 in-school interviews were held. They were tape-recorded with the respondents' permission.

Questionnaire Design

The purpose of the study was to describe and analyze the implementation of change in Catholic schools specifically through the use of the instrument designed to

initiate the change - the Blueprints Profile Questionnnaire. At the time this study began, it was not known which principals used the BPQ, how they used this instrument, or how effective it had been. It was therefore decided that this investigation could probe for users of the BPQ to find the methods and extent of its use, and then to analyze the data to find factors associated with the adoption and implementation of the change process. The researcher then developed a questionnaire to attempt to collect data which would achieve these purposes.

The study's questionnaire was an original document that was developed from the "Levels of Use of an Innovation" instrument. "Levels of Use" (LoU) was designed by Hall and Loucks, 1975, University of Texas, Austin, Texas. LoU is an interview instrument which adapts to the responses of interviewees with branching and filtering questions according to the extent of their usage of an innovation. As an interview, it had been proven to be a reliable instrument in determining the extent to which a user applies an innovation.

According to the Concerns-Based Adoption Model, there are eight levels a user progresses through ranging from the minimal "non-use" to the maximal stage of "renewal". (See Appendix D for the complete chart, and Chapter Two for a detailed description of the concept.)

The questionnaire was a five-part "filter" type. The filter was a series of questions regarding the respondent's use of the BPQ. According to the respondent's answer, he/she was directed to a certain section of the questionnaire and asked to complete the section that matched his/her user status.

The questionnaire was designed to be self-administered. The nineteen page document was mailed directly to the school principal. It was to be completed and returned to the researcher in an enclosed stamped, self-addressed envelope. Principals

were asked to complete only those sections pertaining to their present school situation to avoid the repetition of a school due to principal movement.

Catholic school principals in the Province of Alberta were chosen as the study's population because they were designated to be the ones to implement the changes into their schools (Miklos, 1982: 9-10, Guzie, 1983: 3-4, Schulz, 1985: 51-52).

The draft copy of the questionnaire was piloted with five administrative personnel associated with the Provincial Blueprints process. All had attended the Blueprints Administrators' Conference and all were familiar with the BPQ. The panel consisted of two superintendents, a principal, a vice-principal, and member of the ACSTA. Of those, one was a member of the original Blueprints Conference Design Committee, and two were members of subsequent Blueprints Conference Planning Committees. The questionnaire was mailed to each member, who returned the questionnaire with comments and, in some cases, a follow-up interview.

A pre-test of the revised instrument was carried out in January of 1987 by three principals in the Yellowknife Separate Education District, Northwest Territories. Members of the Yellowknife System were not in the target population but had participated in the Blueprints process since 1981. Each principal completed the questionnaire and each responded as a "Present-User" of the BPQ.

The final stage of the questionnaire design involved numbering each item that could be computer tabulated. This allowed data to be transferred directly from the document and, thus, eliminated the need for creating a separate coding sheet. Open-ended questions were not numbered.

The questionnaire had four sections and an introduction. The introduction provided the respondents with instructions and a list of definitions which were necessary for them to determine their user status and become familiar with terms that would be used in the following pages.

Section One contained biographical information requested of all respondents. Some factors such as "age of principal", "level of school", "number of Blueprints Conferences attended" were asked about in order to determine if those factors had any effect on the level of use of the Blueprints Profile Questionnaire. The response choice for "age of the principal" was in categories rather than exact numbers, and respondents were not asked to identify their gender, as the sex of the principal was not considered to be a critical factor in renewal implementation. There was also a filter question that would identify pilot schools of the BPQ. Possible effects of these factors are analyzed in Chapter Four: Results of the Study. (The BPQ is found as Appendix B and the study's questionnaire is found in Appendix C.)

Section Two of the questionnaire sorted respondents into Non-Users of the BPQ, Past-Users, and Present-Users. The questions of Section IIa, asked to Non-Users, probed for possible reasons and/or factors affecting the respondents situation, including an explanation of the means of renewal they may have been using instead of the BPQ. Section IIb was a more detailed one. It repeated the probing questions of the previous section but required more specific information regarding dates of adoption, planning, events, reactions, critique of the BPQ, and measurement of the implementation process.

The items of Section Three addressed the Present-User group, who, according to the LoU scale, were potentially at highest levels of application of the BPQ. This section repeated many of the questions of the Past-Users but also requested information about resources that aided principals in the implementation of change through use of the BPQ. It also asked for detailed explanation of the implementation methods used by the principal. The Collaborators (Users) of Section IIIa were queried about the frequency of meetings, strengths and weaknesses of the collaboration, and plans of their group for future implementation.

Section IV asked for further comments by the respondents regarding their role as implementor or for any information they felt was important to the research.

The questionnaire consisted of yes/no type questions, rating scale questions, open-ended questions and comments. The rating scales were of the Likert type and had four categories from which the respondent could choose, (L) meaning "Little amount of influence", (M) meaning "Moderate", (C) meaning "Considerable", and (G) standing for "Great". The four categories were chosen to reflect graduated amounts of influence since the respondent could ignore factors that were irrelevant. Analysis could then be based upon frequency and degree of influence. The four-category scale required the respondent to decide if the influence was either more (C or G) or less (L or M), thus avoiding the neutral position of a fifth or middle value (Orlich, 1978: 56).

Interview Design

An interview consent form and self-addressed envelope were enclosed with each research questionnaire. Respondents were asked to return these to the researcher if they consented to an interview. Seventeen of 96 principals (17.7%) returned their consent form.

The schedule for interviews was drawn up in November, 1987 after a preliminary analysis of the findings from the questionnaires. Areas needing clarification were identified from the results and were addressed in the schedule in greater detail. Principals were mailed the schedules ahead of their tentatively scheduled interview time. They were asked to plan an alternate interview time if the one set was not satisfactory.

Telephone and in-school interviews were recorded and then transcribed. Responses were categorized and tabulated manually. (See Appendix C for a copy of the "Interview Schedule.")

Sampling

Permission from the Executive of the Alberta Catholic School Trustees' Association was gained for this research project in the summer of 1985. Support was extended in the form of library materials, access to names and addresses of personnel of the Alberta Catholic school system, direct contact with ACSTA personnel and permission to attend the 1985 Blueprints Conference.

Data were supplied by the ACSTA in six separate batches which necessitated cross-referencing. The batches gave lists of names and workplace addresses of Alberta Catholic School Superintendents, and Catholic School Principals; lists of school districts by Superintendent; lists of schools by district; and an alphabetical list of schools showing grade levels which was needed to place schools into level subgroups. A list of school districts showing number of schools and total enrolment was included.

The ACSTA serves 262 Catholic Schools of 53 school districts in the Province of Alberta and the Northwest Territories. The target population was set as the Alberta Catholic Schools; 259 schools in total. It was further decided that a sample of the Alberta schools could be representative of the province and, since the Yellowknife School District had participated in the Blueprints Process, the pretest could possibly be done there. The population would be 259 Alberta Catholic Schools in 52 Alberta Catholic School Districts.

To achieve a representative sample of Catholic Schools of Alberta, in which subgroups exist, a stratified sample was necessary. Stratifying a sample includes identifying the subgroups that exist in a population and then randomly sampling each subgroup so that the proportion of subjects selected from each group is the same as the proportion of that group in the target population (Borg and Gall, 1983: 248-249).

The population of Catholic Schools was arbitrarily divided into four strata. The number and size of each stratum was based on student population. The decision to use

student population was made because use of the BPQ was considered to be an individual school project decided by the school-based administration, regardless of proximity to a large urban area, since it appeared the communication of Blueprints to all parts of the province had been accomplished. This grouping put schools of similarly sized school districts together. Table 3.1 shows the four divisions of all Alberta Catholic school districts; their size by number of schools and by enrolment of students. The divisions were made by the researcher in consultation with a superintendent.

In accordance with a new University policy, a copy of the research proposal was sent in September, 1986 for approval by the Ethics Committee. Official approval of the research was given in November of that year. The approved proposal was then forwarded to The Field Services Branch of the Department of Education of the University of Alberta. The latter requirement was necessary in seeking the permission of the Edmonton Catholic School Board for sampling purposes. Permission from the Edmonton Catholic School Board was granted later that month.

During this time period, letters requesting permission to proceed with the research were sent to 31 Catholic School Superintendents. A return consent form and stamped, self-addressed envelope were also enclosed. Copies of this correspondence are found in Appendix E.

A follow up letter was mailed ten weeks later to the Superintendents (17% of the population) who had not yet replied.

The response rate of Superintendents of Catholic Schools of Alberta was 93%. Two Superintendents did not reply. Of the 29 that returned correspondence, 41 districts (78.8%) were included in the study and 11 districts (21.1%) were deleted. The 11 school districts represented 20 schools (7.7%) out of the total 259. These districts were from Strata II, III, and IV.

TABLE 3.1

ARBITRARY SUBGROUPING OF THE TARGET POPULATION

Strata	School Districts	Range of Schools in Districts	Range of Pupil Enrolment	Schools: No.	% of Total
1	Edmonton Calgary	37-48	23-24 000	147	56.8%
2	Fort McMurray St. Albert Sherwood Park Lethbridge Medicine Hat Red Deer	7-8	1500-4 000	45	17.4%
3	Grande Prairie Lakeland Thibault Fort Saskatchewan St. Paul Peace River Leduc Spruce Grove Whitecourt	2-6	500-1499	28	10.8%
4	Taber Camrose Pincher Creek Fahler Westlock High Prairie Vegreville Edson Legal Drayton Valley Fairview Wetaskiwin Hinton Stoney Plain Vermillion Wainwright Coaldale Drumheller Rocky Mountain House Grimshaw Valleyview Provost Bow Island Picture Butte Ponoka Manning McLennan Fort Vermillion Theresetta Sexsmith Beaverlodge Spirit River Assumption (Oyen) Nampa Killam	1-2	0-499	39	15.0%
TOTAL		1-48	0-24 000	259	100.0%

Notes: a) Sept.30, 1985 statistics provided by the ACSTA.
b) School Districts were grouped BEFORE permission forms were received, therefore not all School Districts shown here participated in the study.
c) School Districts are listed in descending order by size of pupil population

The decision to sample the population was made because it was felt that a sample could represent the population. Through stratified sampling techniques a proportional random sample was drawn from each stratum of the population. Each individual stratum was further subdivided by levels into elementary, elementary/junior high, junior/senior high. Orlich's (1978: 89) table of the representative sample sizes for different population sizes was used as a starting point in determining the size of the study's sample, since there is no "absolute standards regarding percentage of persons in the population being surveyed." According to this table, a population of 200 would be 132 and 300 would be 168, therefore, a population of 259 would be approximately 150. It was decided to send 187 questionnaires to allow for failure to respond. Table 3.2 shows the number of schools in each stratum to be surveyed.

TABLE 3.2
NUMBER OF SCHOOLS SURVEYED IN EACH STRATUM

Strata	% of Population	Total No. for Survey	Proportional No. for Survey
1	56.8%	x 187 =	106.22
2	17.4%	x 187 =	32.54
3	10.8%	x 187 =	20.19
4	15.0%	x 187 =	28.05
Total	100.0%	187	187.00

Information necessary to reconstruct the population of Alberta Catholic Schools was supplied from the ACSTA in six different batches. Four large charts were created which displayed the schools in levels, in each stratum. It was a tedious process which required much cross-referencing. It was further complicated by the likeness of school names. All schools not included in the study were deleted.

Calculations were then done to find the proportional number of schools in each stratum required for the sample and the proportional number of schools in each level of the stratum. Level subgroupings from each stratum were similar but not exact, due to the nature of the needs of School Districts; for example, there were 8 "K-12" schools in Stratum IV and only 1 "K-12" schools in Stratum I. It was hoped, at the time, that analysis could be done by level but even if not, subgrouping by level would aid in the attempt to obtain a representative sample.

All eligible schools in lists representing the four strata were assigned a number. The Table of Random Numbers was applied to determine which respondents would be surveyed.

Data Collection

The actual number of questionnaires varied slightly from the exact proportional numbers due to the misplacement of a school, rounding of the population percentages, and a difference in information batch totals. The actual numbers sent were as follows:

Str. 1	Str. 2	Str. 3	Str. 4	Total
110	30	22	25	187

Questionnaires were mailed on March 6, 1987. Three weeks were allowed for respondents to complete and return the instrument. On March 31, follow up letters were sent to those not yet responding. Questionnaires were accepted until May 1 because results were not tabulated immediately and because spring vacation possibly caused some slow returns.

The following table shows the rate and distribution of the returned questionnaires. The rate of return was 50.3%.

TABLE 3.3
DISTRIBUTION OF RETURNED QUESTIONNAIRES

	Stratum 1	Stratum 2	Stratum 3	Stratum 4	Total
Sent	110	30	22	25	187
Returned by Mar 31	42	11	13	8	74
Returned due to follow through	8	2	3	9	22
Total Return	50	13	16	17	96**
Rejected*	1	1	0	0	2
Total usable	49	12	16	17	94
% usable of	44.5%	40.0%	72.7%	68.0%	50.3%

* Cause for rejection included: 1) the respondent was unable to complete questionnaire due to time constraints, and returned it giving no indication of their user status.

** Total return rate was 51.3%.

Data Analysis

The questionnaire items were numbered to allow data to be transferred to computer records without the use of a coding sheet. Summaries of responses to open-ended questions were categorized by similar themes or statements and calculated by hand.

The frequencies for each computer-coded response were computed and displayed in tabular form. Mean scores were reported whenever they were meaningful.

Telephone interviews were tape-recorded with the permission of the respondent. The data were then transcribed. Similar themes or statements were tabulated manually.

Summary

The target population of the research was 259 Alberta Catholic Schools. The population was divided into 4 strata based on school population size. Catholic Superintendents were contacted for their approval of research within their jurisdiction. A representative sample was drawn from the names of schools which comprised each stratum.

Questionnaires were sent to principals and data collected were analyzed by computer. Frequencies and mean scores were used extensively. Open-ended questions and interview responses were categorized by similar themes or statements and tabulated by hand. A full report of the results of analysis is found in Chapter Four.

CHAPTER FOUR

RESULTS AND INTERPRETATION OF DATA

Overview

Chapter Four is a report of the analysis of the collected data. It opens with a discussion of the representativeness of the sample. A description and analysis of the sample is then reported through frequencies and mean scores. Comments of the principals have been included where they apply. Discussions arising from the open-ended questions describe three major areas: adoption of the BPQ, implementation of the BPQ, and the Provincial Blueprints Conference. The relationships between biographical factors and the implementation of renewal through the use of the BPQ are examined. Factors that appeared to be associated with change at the school level are identified.

Introduction

The purpose of the study was to describe and analyse the process of change in Catholic Schools of Alberta specifically through the use of the BPQ. The research was designed to find factors associated with the change at the school level and, in some cases, measure the amount of influence the factors had by the use of a four-point Likert scale. Where scales were used, possible values ranged from 1 to 4 inclusive. One represented the lowest possible amount of influence and 4 represented the highest degree of influence. Responses to open-ended questions were tabulated manually and reported as three major sections of results.

Representativeness of the Sample

In Stratum I, the large urban centers of Edmonton and Calgary, response rate was a moderate 44.54%. Edmonton responded 43.3% overall with 26 of 60 questionnaires returned. By grade level of the Edmonton response there were: 14 of 34 elementary school principals (41.1%) ; 6 of 14 elementary / junior high school principals (42.9%) ;

and 6 of 12 junior. high school only or senior high school only principals (50%). Calgary responses totaled 21 of 50 (42.0%). Thirteen of 29 elementary school principals (44.8%) responded; 4 of 13 elementary/junior high school principals (30.8%) responded, and 4 of 8 junior high only or senior high only principals (50.0%) were recorded.

The response rate for Stratum II was 40%. One of 8 elementary principals (12.5%) responded; 7 of 15 elementary/junior high (46.6%); and 4 of 7, (57.1%), came from junior and/or senior high school principals. The low return of Strata I and II may have resulted from: (a) the large number of research projects that urban principals are asked to participate in each year, and (b) the data collection period was held during the weeks previous to spring vacations.

The third Stratum was well represented with 16 of 22 (72.7%) returns. Five of 11 elementary school principals (45.5%) responded; 5 of 5 elementary/junior high school principals (100%); and 4 of 6 junior/senior high school principals (66.6%) responded to the questionnaire.

Respondents of Stratum IV returned 68% of the questionnaires sent. Four of 4 elementary school principals (100%); 8 of 14 elementary/junior high school principals (57.1%); and 5 of 7 junior/senior high and K-12 school principals (71.4%) gave returns. Table 4.1 displays this information.

The school districts of Stratum II having 7 schools were represented by at least 2 schools and the school districts of 8 schools were represented by at least 3 schools. All school districts of Stratum III were represented. School districts of Stratum III with greater than 3 schools had at least 4 representatives. In Stratum IV, 4 single school school districts were omitted due to sampling. Eight single-school school districts did not return the questionnaire.

TABLE 4.1

SAMPLE REPRESENTATION

STRATA	EI	EI/JR	JR/SR, K- 12	TOTAL
1				
Edmonton	14/34 41.1%	6/14 42.9%	6/12 50.0%	26/60 43.3%
Calgary	13/29 44.8%	4/13 30.8%	4/8 50.0%	21/50 42.0%
				49/110 44.5%*
2	1/8 12.5%	7 /15 46.6%	4/7 57.1%	12/ 30 40.0%**
3	5/11 45.5%	5/5 100.0%	4/6 66.6%	16/22 72.7%
4	4/4 100.0%	8/14 57.1%	5/7 71.4%	17/25 68.0%
Total				94/187 50.3%

* two respondents did not indicate their level
** one respondent did not indicate a level

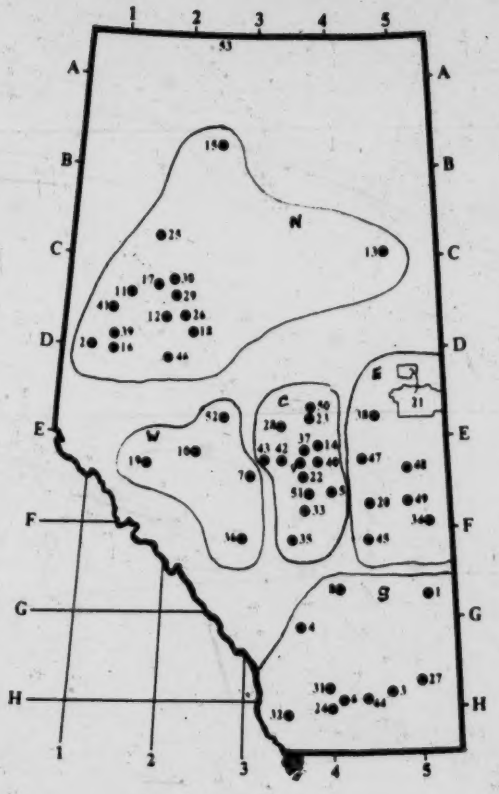
In summation, 41 of 52 school districts in Alberta (78.8%) participated in the study. These districts represented 239 of 259 schools. With the result of sampling and non-returned questionnaires from Stratum IV, 29 of 52 school districts (55.8%) or 227 of 259 schools (87.6%) were represented by the returns of the study. The figure 87.6% indicates a relatively high degree of representation.

A geographical check of the schools represented by the sample gives the reader a further means of evaluation of the representativeness of the sample. The information supplied by the ACSTA allowed the researcher to divide the schools of Alberta into 5 zones; northern, central, western, eastern, and southern. Figure 4.1 shows 19 of 28 northern schools (67.9%); 119 of 123 central schools (96.7%); 3 of 6 western schools (50.0%); 13 of 15 eastern schools (86.7%); and 76 of 87 southern schools (87.4%) were represented by returns in their school districts.

Roman Catholic Separate School Districts
and
Roman Catholic Public School Districts

1 Assumption	19 Hinton	37 St. Albert
2 Beaverlodge	20 Killam	38 St. Paul
3 Bow Island	21 Lakeland	39 Sexsmith
4 Calgary	22 Leduc	40 Sherwood Park
5 Camrose	23 Legal	41 Spirit River
6 Coaldale	24 Lethbridge	42 Spruce Grove
7 Drayton Valley	25 Manning	43 Stony Plain
8 Drumheller	26 McLennan	44 Taber
9 Edmonton	27 Medicine Hat	45 Theresetta
10 Edson	28 Morinville	46 Valleyview
11 Fairview	29 Nampa	47 Vegreville
12 Falher	30 Peace River	48 Vermilion
13 Fort McMurray	31 Picture Butte	49 Wainwright
14 Fort Saskatchewan	32 Pincher Creek	50 Westlock
15 Fort Vermilion	33 Ponoka	51 Wetaskiwin
16 Grande Prairie	34 Provost	52 Whitecourt
17 Grimshaw	35 Red Deer	53 Yellowknife, NWT
18 High Prairie	36 Rocky Mountain House	

Northern	(N)
Western	(W)
Central	(C)
Eastern	(E)
Southern	(S)



* permission to copy was granted by the ACSTA on March 14, 1988

Figure 4.1

Representation of Catholic Schools of Sample
by Arbitrary Geographical Zones
of the Province of Alberta

PART ONE: DESCRIPTION OF SAMPLE

A description of the respondents of the survey was the first level of analysis. The following passages are a description of the total sample, the Non-Users, and the User Group. The Users are further separated into Past-User and Present-User groups. The tables were constructed to show the reader the total sample figures as well as the totals of the three subgroups of the sample. In later passages, these tables may be referred to in order to avoid their duplication.

Description of the Total Sample

The following passages are a description of the total sample of respondents in the survey.

1. Awareness of the BPQ

Ninety-three of 94 respondents (98.9%) answered Item 15, "Awareness of BPQ", with the following responses: 20 (21.3%) were not aware of the BPQ, 26 (27.7%) were aware and not using it, 12 (12.8%) were not using the BPQ anymore, 28 (29.8%) were using other means to implement renewal, 6 (6.4%) were using the questionnaire, one "other" said "using it from time to time", and one respondent did not reply. See Table 4.2.

2. Use of the BPQ

Table 4.3 shows the status of use of the BPQ as described by principals. There were 57 "Non-Users" (60.6%), 30 "Past-Users" (31.9%), and 7 "Present-Users" (7.4%).

TABLE 4.2
AWARENESS OF BPQ

CATEGORY	NON-USER F	%SBT	PAST-USER F	%SBT	USER F	%SBT	TOTAL TSAM	%T
1.Not Aware	20	35.1%	0	0.0%	0	0.0%	20	21.3%
2.Aware Not Using	26	45.6%	0	0.0%	0	0.0%	26	27.7%
3.Not Using Anymore	0	0.0%	12	40.0%	0	0.0%	12	12.8%
4.Using Other Means	10	17.5%	15	50.0%	3	42.9%	28	29.8%
5.Using the BPQ	0	0.0%	2	6.7%	4	57.1%	6	6.4%
6.Other	0	0.0%	1	3.3%	0	0.0%	1	1.1%
7.No Replies	1	1.8%	0	0.0%	0	0.0%	1	1.1%
Total	57*	100.0%	30*	100.0%	7*	100.0%	94*	100.0%

* number of respondents
Notes: SbT for Subgroup Total, TSam for Total Sample, and T for Total. The same abbreviations will be used for all subsequent tables in this section that have subtotal percentages.

TABLE 4.3
STATUS OF BPQ USE OF TOTAL SAMPLE

STATUS	F	%TOTAL
NON-USER	57	60.6%
PAST-USER	30	31.9%
PRESENT-USER	7	7.4%
TOTAL	94	99.9%

Tables 4.4 and 4.4 a show analysis of the sample by strata. There was a gradual increase in the percentage of principals using the BPQ from Strata I to IV. Fourteen of 49 Stratum I principals (28.6%) used the BPQ, 5 of 12 (41.7%) from Stratum II, 8 of 16 (50.0%) from Stratum III, and 10 of 17 (58.8%) from Stratum IV. The total number of Non-Users for Strata I and II was 42 of 61 (68.9%) and Total Users (Past and Present Combined) were 19 of 61 (31.1%). The total number of Non-Users for Strata III and IV were 15 of 33 (45.5%) and Total Users were 18 of 33 (54.5%).

TABLE 4.4
STATUS OF BPQ USE BY STRATA

STRATA	NON-USER		PAST-USER		USER		TOTAL	
	F	%T**	F	%T	F	%T	F	%T
1	35	37.2%	10	10.6%	4	4.3%	49	52.1%
2	7	7.4%	5	5.3%	0	0.0%	12	12.8%
3	8	8.5%	7	7.4%	1	1.1%	16	17.0%
4	7	7.4%	8	8.5%	2	2.1%	17	18.1%
Total:	57	60.5%	30	31.8%	7	7.5%	N=94*	100.0%

* number of respondents
** %T means the percentage of the Total sample

A principal from Stratum I who was not aware of the BPQ felt that Blueprints was "known only to conference participants." He/she further perceived it to be "...something for rural schools only!"

TABLE 4.4 a
STATUS OF BPQ OF N-U AND TOTAL USER SUBGROUPS:
COMBINED STRATA SUBGROUPS I AND II; III AND IV

STRATA	N-U	%	TOTAL USER	%
I and II	42/61	68.9%	19/61	31.1%
III and IV	15/33	45.5%	18/33	54.5%

The status of BPQ Use is analyzed by Grade Level in Table 4.5. The levels are presented in decreasing order by number of schools in the sample. The total of Non-User elementary schools was 21 of 41 (51.2%) and User elementary schools was 20 of 41 (48.8%). The total of Non-User elementary/junior high schools was 17 of 24 (70.8%) and (total) User elementary/junior high schools was 7 of 24 (29.2%). The total of Non-User secondary schools (including high school, junior high, and junior/senior high school) was 16 of 23 (69.6%) and (total) User secondary schools was 7 of 23 (30.4%). Non-User K-12 schools numbered 2 of 5 (40.0%) and the number of (total) User K-12 schools was 3 of 5 (60.0%).

TABLE 4.5
STATUS OF BPQ USE BY GRADE LEVELS

LEVELS	NON-USER		PAST USER		USER		TOTAL	
	F	%T	F	%T	F	%T	F	%T
el	21	22.3%	16	17.0%	4	4.3%	41	43.6%
el/jr	17	18.1%	5	5.3%	2	2.1%	24	25.5%
hs	8	8.5%	2	2.1%	1	1.1%	11	11.7%
jr	5	5.3%	3	3.2%	0	0.0%	8	8.5%
k-12	2	2.1%	3	3.2%	0	0.0%	5	5.3%
jr/hs	3	3.2%	1	1.0%	0	0.0%	4	4.3%
unknown	1	1.1%	0	0.0%	0	0.0%	1	1.1%
Total:	57	60.6%	30	31.9%	7	7.5%	N=94*	100.0%

* number of respondents

Data displayed in Table 4.5 a show the percentage of elementary schools, in which the BPQ was used, to have been greater than the percentage of elementary/junior high schools, or secondary schools. All five K-12 schools were rurally situated. It was therefore difficult to tell whether grade level was a factor affecting BPQ usage.

The number and percentages of Past and Present-Users from Table 4.5 is shown in Table 4.6 by grade level in a decreasing order by percentage of total User. In the columns to the right, the percentage of schools from Strata I and II (generally urban

centers) 31.7%, and from Strata III and IV (generally rural centers) 54.5% show that principals in schools in "generally rural" centers used the BPQ to a larger degree, than principals in "generally urban "centers.

TABLE 4.5 a
STATUS OF BPQ USE OF NON-USER AND TOTAL USER SUBGROUPS BY GRADE LEVEL

LEVEL	N-U	%	TOTAL USER	%
Elementary	21/41	51.2%	20/41	48.8%
El/jr	17/24	70.8%	7/24	29.2%
Secondary (jr., hs., jr/hs.)	16/23	69.6%	7/23	30.4%
K-12	2/5	40.0%	3/5	60.0%

TABLE 4.6
COMBINED PAST AND PRESENT USERS BY GRADE LEVEL: TOTAL; SUBTOTAL STRATA I AND II; SUBTOTAL STRATA III AND IV

GRADE LEVEL OF TOTAL USERS			GRADE LEVEL OF TOTAL USERS: Str. I and II		Str. III and IV	
K-12	3/5	60.0%	0/0	0.0%	3/5	60.0%
el	20/41	48.8%	13/30	43.3%	7/11	63.6%
jr	3/8	37.5%	2/6	33.3%	1/2	50.0%
el/jr	7/24	29.2%	2/14	13.3%	5/10	50.0%
hs	3/11	27.3%	2/10	20.0%	1/1	100.0%
jr/hs	1/4	25.0%	0/0	0.0%	1/4	25.0%
Total	37/93	39.8%	19/60	31.7%	18/33	54.5%

3. Type of Catholic School

There are five Catholic Public School districts in the Province of Alberta: St. Albert School District #0003, Thibault R.C.P. District #35, St. Paul School District #2228 , Legal School District #1838, and Fahler Consolidated School District #69. They

comprise 15 of 259 schools (5.79%) in Alberta. Table 4.7 shows that the sample's percentage of Catholic Public Schools (5.31%) is similar to that of the population (5.79%). Total Non-User Separate Schools numbered 50/84 (59.5%) and (total) Users numbered 34/84 (40.5%). The total of Non-User Catholic Public Schools was 2/5 (40.0%) and (total) Users was 3/5 (60.0%). The great difference in batch size does not allow accurate comparisons. Data shows, however, that principals of Catholic Public Schools, despite their schools'"public" mandate, did use the BPQ, which was an instrument designed to increase the school's Catholic purpose and identity.

TABLE 4.7
DISTRIBUTION OF CATHOLIC SCHOOL DISTRICTS:
SAMPLE AND SAMPLE SUBGROUPS

District Type	N-U	%SbT	P-U	%SbT	U	%SbT	T.Sam.	%T
Catholic Separate	50	87.7%	27	90.0%	7	100.00%	84	89.36%
Catholic Public	2	3.5%	3	10.0%	0	0.0%	5	5.31%
No Replies	5	8.8%	0	0.0%	0	0.0%	5	5.31%
Total	57	100.0%	30	100.0%	7	100.0%	94*	100.0%

* Number of respondents in total sample

Notes: N-U represents Non-User, P-U for Past-User, U for Present User, SbT for Subgroup Total, TSam. for Total Sample, and T for Total. The same abbreviations will be used for all subsequent tables in this section.

4. Grade Level

Table 4.8 shows the distribution of the grades in the schools of the sample. Distribution was greatest in the middle grades, steadily diminishing to Grade 12 which was offered in the least number of schools. "Others" consisted of special programs such as A.O.P.(Academic Occupational Program), and E.S.L (English as a Second Language). The information from this table combined with Table 4.6 shows principals of elementary schools to have used the BPQ to the greatest degree (48.8%). Principals of

schools with secondary grades only (30.4%) and principals of elementary/junior high schools (29.2%) used the BPQ to a lesser degree than elementary school principals. More than half (60.0%) of five rural K-12 schools used the BPQ.

TABLE 4.8
DISTRIBUTION OF GRADES IN THE SCHOOLS;
SAMPLE AND SAMPLE SUBGROUPS

Grade	N-U	%SbT	P-U	%SbT	U	%SbT	TSam	%T
K	35	61.4%	20	66.7%	6	85.7%	61	64.9%
1	39	68.4%	23	76.7%	6	85.7%	68	72.3%
2	39	68.4%	22	73.3%	5	71.4%	66	70.2%
3	39	68.4%	22	73.3%	5	71.4%	66	70.2%
4	39	68.4%	24	80.0%	5	71.4%	68	72.3%
5	39	68.4%	24	80.0%	5	71.4%	68	72.3%
6	40	70.2%	25	83.3%	5	71.4%	70	74.5%
7	26	45.6%	14	46.7%	2	28.6%	42	44.7%
8	26	45.6%	12	40.0%	2	28.6%	40	42.6%
9	23	40.4%	13	43.3%	2	28.6%	38	40.4%
10	13	22.8%	6	20.0%	1	14.3%	20	21.3%
11	12	21.1%	5	16.7%	1	14.3%	18	19.1%
12	11	19.3%	4	13.3%	1	14.3%	16	17.0%
Other	3	5.3%	2	6.7%	1	14.3%	6	6.4%
Total	N = 57		N = 30		N = 7		N = 94*	

* Number of respondents in total sample.
Notes: N-U represents Non-User; SbT represents subtotal; P-U represents Past-User; U represents User; TSam represents Total sample; %T represents Total percentage.

5. Age of Principal

The age of Catholic School principals was a choice response. Each choice spanned five years except the first and last categories. Table 4.9 shows the mean of the total sample at 5.13 which translates as age 41 to 45 years (26.6%). There were only slight differences among the means of the subgroup totals and between the means of each subgroup total and the total sample.

TABLE 4.9
DISTRIBUTION OF AGES OF PRINCIPALS
SAMPLE AND SAMPLE SUBGROUPS

Age	N-U	%SbT	P-U	%SbT	U	%SbT	TSam	%T
-24	0	0.0%	0	0.0%	0	0.0%	0	0.0%
25-30	1	1.8%	1	3.3%	0	0.0%	2	2.1%
31-35	4	7.0%	1	3.3%	0	0.0%	5	5.3%
36-40	15	26.3%	6	20.0%	3	42.9%	24	25.5%
41-45	13	22.8%	11	36.7%	1	14.3%	25	26.6%
46-50	11	19.3%	8	26.7%	1	14.3%	20	21.3%
51-55	6	10.5%	2	6.7%	2	28.6%	10	10.6%
56 -	3	5.3%	1	3.3%	0	0.0%	4	4.3%
No reply	4	7.0%	0	0.0%	0	0.0%	4	4.3%
Total:	57	100.0%	30	100.0%	7	100.0%	94*	100.0%
Mean:	5.11***		5.13		5.29		5.13**	

* number of respondents in total sample
** mean calculated on 90 cases
*** mean calculated 53 cases

6. Attendance at Provincial Blueprints Conferences

Seventy-one of 94 respondents (75.5%) attended at least one Blueprints conference. Twenty-three respondents (24.5%) of the sample had not yet attended a conference. Fifty-two principals (55.3%) attended 2 or 3 conferences. The greatest number of Provincial Blueprints Conference that could have been attended at the time of the study was six. There were only 2 respondents (2.1%) that had attended all six conferences. Both were present users of the BPQ; one from Stratum III and one from Stratum IV. The means of the 3 groups (See Table 4.10) show considerable variation indicating the possibility of a key influence affecting the use of the BPQ. A difference of 1.06 was shown between the mean of the Non-Users and the mean of the Past-Users. A difference of 2.10 was shown between the mean of the Non-Users and the mean of the Present-Users. There was a 1.04 difference between the mean of the Past-Users and the mean of the Present-Users. The means of the two User subgroups were above the Total sample mean (1.96) and the mean of the Non-Users was below the Total sample mean. The data show that a large number of Non-User principals had not yet attended a

Provincial Blueprints Conference, and that increased association with the Provincial process tended to lead to usage of the BPQ.

TABLE 4.10
ATTENDANCE AT PROVINCIAL BLUEPRINTS CONFERENCES

No.of Conf.	N-U	%SbT	P-U	%SbT	U	%SbT	TSam	%T
0	20	35.1%	3	10.0%	0	0.0%	23	24.5%
1	14	24.6%	7	23.3%	0	0.0%	21	22.3%
2	8	14.0%	5	16.7%	4	57.1%	17	18.1%
3	9	15.8%	5	16.7%	0	0.0%	14	14.9%
4	3	5.3%	6	20.0%	0	0.0%	9	9.6%
5	3	5.3%	4	13.0%	1	14.3%	8	8.5%
6	0	0.0%	0	0.0%	2	28.6%	2	2.1%
Total	57	100.0%	30	100.0%	7	100.0%	94*	100.0%
Mean	1.47		2.53		3.57		1.96	

*Number of respondents

7. Years of Experience as Principal

"Years of experience as principal" was thought to be a possible factor associated with change. Table 4.11 shows the sample's complete data on this variable. The 2 categories most frequently recorded were: 13 respondents at "1 year" (13.8%), and 10 at "12 years" (10.6%). The categories "5 years", "6 years", and "8 years" each had 8 respondents. Forty-nine of 91 principals (53.8%) had 8 years or less experience while 42 of 91 principals (46.2%) had 9 or more years of experience. "Years of experience" of Alberta principals spanned 28 years.

An outlier (21 years) in the Present-Users shifted the mean upward. The mean 10.57 does not accurately reflect the average experience level of the group. Without the effect of the outlier, the mean is lowered to 8.83.

TABLE 4.11
YEARS OF EXPERIENCE AS PRINCIPAL

No.of Yrs.	N-U	%SbT	P-U	%SbT	U	%SbT	TSam	%T
1	9	15.8%	4	13.3%	0	0.0%	13	13.8%
2	1	1.8%	0	0.0%	0	0.0%	1	1.1%
3	1	1.8%	1	3.3%	0	0.0%	2	2.1%
4	4	7.0%	1	3.3%	0	0.0%	5	5.3%
5	6	10.5%	2	6.7%	0	0.0%	8	8.5%
6	3	5.3%	4	13.3%	1	14.3%	8	8.5%
7	3	5.3%	0	0.0%	1	14.3%	4	4.3%
8	4	7.0%	3	10.0%	1	14.3%	8	8.5%
9	1	1.8%	2	6.7%	1	14.3%	4	4.3%
10	1	1.8%	1	3.3%	0	0.0%	2	2.1%
11	1	1.8%	2	6.7%	1	14.3%	4	4.3%
12	8	14.0%	1	3.3%	1	14.3%	10	10.6%
13	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	1	1.8%	1	3.3%	0	0.0%	2	2.1%
15	1	1.8%	1	3.3%	0	0.0%	2	2.1%
16	2	3.5%	1	3.3%	0	0.0%	3	3.2%
17	3	5.3%	0	0.0%	0	0.0%	3	3.2%
18	2	3.5%	2	6.7%	0	0.0%	4	4.3%
19	0	0.0%	0	0.0%	0	0.0%	0	0.1%
20	0	0.0%	2	6.7%	0	0.0%	2	2.1%
21	1	1.8%	0	0.0%	1	14.3%	2	2.1%
22	0	0.0%	1	3.3%	0	0.0%	1	1.1%
23	0	0.0%	0	0.0%	0	0.0%	0	0.0%
24	2	3.5%	0	0.0%	0	0.0%	2	2.1%
25	0	0.0%	0	0.0%	0	0.0%	0	0.0%
26	0	0.0%	0	0.0%	0	0.0%	0	0.0%
27	0	0.0%	0	0.0%	0	0.0%	0	0.0%
28	0	0.0%	1	3.3%	0	0.0%	1	1.1%
No replies	3	5.3%	0	0.0%	0	0.0%	3	3.2%
Total:	57	100.4%	30	99.8%	7	100.1%	94*	100.0%
Mean:	8.77***		10.06		10.57		9.34**	

* number of respondents
** mean calculated on 91 responses
*** mean calculated on 54 responses

The mean 9.34 was calculated from 91 responses showing the central level at almost 9 years experience. The means of the subgroup totals and the mean of the Total sample did not show much variance, but the mean of the Past-User group indicated a tendency toward "more experienced" principals.

8. Years as Principal in Present School

The number of years a principal had been in his/her present school was a further possible factor affecting implementation of an innovation. The 20 year span showed 63 of 94 principals (67%) being in their present school 5 years or less, and 23 principals (24.5%) being in their first year at a school. Table 4.12 shows the means of the subgroups and Total sample to have little variance, although Past-Users were, on the average, in their school for a longer period of time than Non-Users or Present-Users.

TABLE 4.12
YEARS AS PRINCIPAL IN PRESENT SCHOOL

No.of Yrs.	N-U	%SbT	P-U	%SbT	U	%SbT	TSam	%T
1	14	24.6%	7	23.3%	2	28.6%	23	24.5%
2	5	8.8%	4	13.3%	1	14.3%	10	10.6%
3	7	12.3%	3	10.0%	0	0.0%	10	10.6%
4	10	17.5%	2	6.7%	1	14.3%	13	13.8%
5	3	5.3%	4	13.3%	0	0.0%	7	7.4%
6	5	8.8%	4	13.3%	2	28.6%	11	11.7%
7	3	5.3%	1	3.3%	0	0.0%	4	4.3%
8	1	1.8%	1	3.3%	1	14.3%	3	3.2%
9	4	7.0%	1	3.3%	0	0.0%	5	5.3%
10	1	1.8%	0	0.0%	0	0.0%	1	1.1%
11	0	0.0%	0	0.0%	0	0.0%	0	0.0%
12	0	0.0%	1	3.3%	0	0.0%	1	1.0%
13	0	0.0%	0	0.0%	0	0.0%	0	0.0%
14	0	0.0%	0	0.0%	0	0.0%	0	0.0%
15	0	0.0%	0	0.0%	0	0.0%	0	0.0%
16	0	0.0%	1	3.3%	0	0.0%	1	1.1%
17	1	1.8%	0	0.0%	0	0.0%	1	1.1%
18	0	0.0%	0	0.0%	0	0.0%	0	0.0%
19	0	0.0%	0	0.0%	0	0.0%	0	0.0%
20	0	0.0%	1	3.3%	0	0.0%	1	1.1%
No replies	3	5.3%	0	0.0%	0	0.0%	3	3.2%
Total	57	100.3%	50	99.7%	7	100.1%	94*	100.0%
Mean	4.11**		4.93		4.00		4.37***	

* number of respondents
** mean calculated on 54 cases
*** mean calculated on 91 cases

9. Principal Movement

Principal movement was a variable the study attempted to control. It, however, was elusive because: (a) present principals gained experience in the BPQ process as teachers, assistant principals, or as principals of the school, (b) principals tended to use the same approach in the new school that they had developed from the BPQ use in their former school, and (c) principals offered rich data regarding their implementation experiences even though the study requested them to refer to their present school. There may have been 4 schools of the Total User group duplicated as a result.

Principal movement was defined as "the change of principal in a school since the use of the BPQ, that affected the BPQs' use in some way." Principal movement is related to the variable "years as principal in present school". Though the difference in the means of the subgroups and total sample was not large, the means of the Non-User and Present-User subgroups were lower than the mean of the Past-Users.

Thirteen principals in the Total User group described movement as a great factor affecting the use of the BPQ. Their comments described four cases: (a) BPQ use began with the change in administration, (b) BPQ use was discontinued with change of administration, (c) BPQ use was integrated into the present school situation in some way, and (d) principal movement delayed the use of the BPQ. Delays occurred because: (1) first-year principals expressed the need to attend a Blueprints Conference prior to implementing renewal in the school, (2) principals who were new to a school expressed a need to get to know staff members better before they implemented renewal, (3) principals in a newly built school felt other organizational pressures. One principal felt that implementing Blueprints in a newly built school was not best described as renewal.

Data on the variables "number of students in the school", "number of teachers in the school", "years the school has been in operation", and "number of administrative assistants" were also collected but did not appear to have affected the use of the BPQ and

so were not formally presented in this section. Some findings from these variables, however, are mentioned in the descriptions of the subgroup samples.

Summary

In summation, this section of the results reported on the representativeness of the sample and the biographical factors of the sample of principals of Catholic Schools. Ninety-four of 187 (usable) questionnaires were returned. The rate of return was 50.3%. Strata I and II had the lowest rates: 44.5% and 40.0% respectively. Stratum III had a 72.7% rate of return and Stratum IV showed 68.0%. The sample of schools represented 87.6% of the schools in the province.

Twenty of 94 respondents (21.3%) were not aware of the BPQ, 7 of 94 (7.5%) were presently using the BPQ, and 66 of 94 (70.2%) were aware and either not using the BPQ, or finished using it.

The sample was comprised of 57 Non-Users (60.6%), 30 Past-Users (31.9%), and 7 Present-Users (7.4%).

Four biographical factors appeared to affect use of the BPQ. First, a greater percentage of "generally rural" principals (54.5%) used the BPQ compared to (31.1%) of "generally urban" principals. Second, a greater percentage of elementary school principals (48.8%) used the BPQ compared to elementary/junior high school principals (29.2%) and secondary school principals (30.4%). Third, Users of the BPQ were principals who had attended Provincial Blueprints Conferences to a greater extent (means of 2.53 Past-Users and 3.57 Present-Users) than Non-Users (mean of 1.47). Fourth, "principal movement" and "years as principal in Present school" appeared to be related in that use of the BPQ was: (a) begun by a user principal new to the school, (b) discontinued when a user principal moved from the school, (c) integrated into the present setting by a user principal new to the school, or (d) delayed until a user principal became familiar with the staff of the new school. Principals with 8 years or less experience were

referred to as "lesser experienced" principals and principals with 9 or more years experience were "more experienced." There was a tendency for Past-User principals to be "more experienced."

First-year principals generally expressed a need to attend a Provincial Blueprints Conference before they used the BPQ.

Part Two: Description of Sample Subgroups

Detailed descriptions of the Non-User group, the Total User group (Past and Present-Users combined), Past-User group, and Present-User group are presented in this section.

1. Description of Non-User Group

The definition of Non-User was a "principal who had not referred to the items of the BPQ or who had not used results of the BPQ in any way." Fifty-seven of the 94 (60.6 %) respondents of the study described themselves as non-users of the BPQ. Twenty-one of 57 (35.1%) responded to the filter question with Item One " Not Aware", 26 (45.6 %) with Item 2 "Aware and Not Using", and 10 (17.5 %) replied to "Using Other Means".

Only 2 of 47 respondents (4.3 %) said they had decided to use the BPQ and set a date. Twenty of 49 respondents (40.8 %) said they were presently looking for information regarding the Blueprints process, while the remaining 29 (59.2 %) said they were not .

Fifty-two of the 57 (91.2 %) principals indicated an awareness of the Provincial Blueprints Process. The remaining 5 (8.8%) did not give the information.

One non-user of the BPQ was a pilot school. The respondent indicated the contribution pilot schools made towards Blueprints was "completing the BPQ to test its validity as a questionnaire [indicating a staff's perceptions of its Catholicity

performance]." The respondent indicated a moderate amount of influence from a superintendent's directive as the reason for becoming a pilot. The principal explained that the renewal process had already begun in the school district when the BPQ were available, and since the BPQ items confirmed what had been previously done, the results were not used.

Forty-one of 57 (71.9 %) principals responded to the types of evident support they received from their school district. The School Board and the Superintendent were identified as the key actors. There appeared to be four means of support: (a) Sponsorship, (b) Leadership, (c) Support not specified, and (d) Personnel. "Lack of evident support" and "No replies" were also recorded. A summary of the support of school districts as seen by Non-Users from Table 4.13 follows. "Sponsorship for conferences and inservices" was mentioned 17 times by principals. It was followed by various forms of "Non-monetary Leadership" mentioned 14 times, which included: .(a) encouraging the Blueprint Model, (b) holding reunions for SPICE and Blueprints Conference participants, and in some cases, (c) making periodic checks to see what was happening in the school. Leadership was also mentioned as "articulating a renewed Catholic vision for the school district and showing commitment to the philosophy", "moral support", "endorsing Blueprints and providing opportunities for principals to attend", and "communicating and discussing Blueprints with principals." "Supportive personnel" were identified by some principals in Strata I and II as "religious education departments," "religious coordinators", and "religious consultants." This support was evident to principals at the time. The information did not establish whether the support was asked for by the principals or not. Table 4.13 shows a comparison of types and amounts of support among the User Groups as reported by principals.

TABLE 4.13
TYPES OF SCHOOL DISTRICT SUPPORT:
SAMPLE AND SAMPLE SUBGROUPS

KEY ACTORS: School Board Members, Superintendent

Sub-category**	Number of Responses in Sub-category							
	N-U		P-U		U		TSam	
	F	%SbT	F	%SbT	F	%SbT	F	%T
1. Sponsorship	17	29.8%	16	53.3%	6	85.7%	39	41.5%
2. Leadership (Non-monetary)	14	24.5%	14	46.6%	7	100.0%	35	37.2%
3. Support not specified	9	15.7%	2	6.6%	1	14.2%	12	12.7%
4. Personnel	9	15.7%	4	13.3%	2	28.5%	15	16.0%
5. Lack of Support	5	8.7%	0	0.0%	0	0.0%	5	5.3%
6. No replies	15	26.3%	2	6.6%	0	0.0%	17	18.0%
N =	57*		30*		7*		94*	

*number of respondents
** see Appendix 6 for a detailed listing of the responses in each sub-category
Notes: (For Table 4.13 and 4.14 only)
(a) F = no of respondents recording this type of response at least once.
(b) % = proportion of total respondents recording a response in this category one or more time.

Twenty-nine of 57 Non-Users (50.9%) responded to "Community support." Key community actors were identified as the "parish", "greater Catholic Community", "parents", "greater Community", and "Catholic media." Ten principals described "evident support" as "student volunteer work in the community", "communication of school events", "support and praise for school projects" and "school masses and bible study." One principal noted the community support for a fund-raising project associated with the renewal. Twelve saw "little" or "no support" and 28 did not reply. A complete listing of the "types of support" is found in Appendix F.

TABLE 4.14
TYPES OF COMMUNITY SUPPORT:
SAMPLE AND SAMPLE SUBGROUPS

Key Actors Identified: Parish, Parish Council, Community, Catholic Community, Parents, PA Committee, Church, Catholic Newspapers

Sub-Category**	One or More responses in Sub-Category							
	N-U		P-U		U		TSam	
	F	%SbT	F	%SbT	F	%SbT	F	%T
1. Non-Monetary Support	10	17.5%	11	36.6%	3	42.8%	39	41.5%
2. Monetary***	1	1.8%	2	6.6%	0	0.0%	3	3.1%
3. Little to no support	12	21.0%	7	23.3%	2	28.5%	21	22.3%
4. No Replies	28	49.1%	12	40.0%	1	14.2%	41	43.6%
N =	57*		30*		7*		94*	

* number of respondents
** see Appendix 6 for a detailed listing of responses.
*** (support school projects)
Notes: a) F = no. of respondents recording this type of response at least once.
b) % = proportion of total respondents recording a response in this category one or more time.

For the purposes of this study, "innovation" was defined as any practice new to the person attempting to cope with an educational problem. Item 19 of the Non-User section probed for "innovative means other than by use of BPQ" to implement renewal. Seven respondents replied by briefly outlining their implementation strategy. In most cases, these principals specifically mentioned that the strategy was their way of implementing Blueprints process.

A high school principal reported that a staff survey followed by staff meetings was used to set the long range goals of the school. This procedure was enhanced by principal/viceprincipal attendance at the Provincial Blueprints Conference, and by a Superintendent whose leadership skills both inspired and supported the project.

Another respondent arranged half-day mini-retreats during teacher inservices geared toward renewal of district and school staff. An elementary principal from Stratum

III was implementing a strategy developed through a District Renewal Day and subsequent workshops.

Project ACT was described by a high school principal from Strata 1. A stands for academic excellence, C for Christianity in Action, and T for Technological Literacy. This innovation was partially born out of the principal's research in a Newman Theological Course. The principal commented that he/she supports the Blueprints process and has attended the Provincial Conference.

A pilot principal reported undertaking a yearly review of the liturgical calendar of celebrations with the staff members. Each liturgy was evaluated for its meaningfulness. The principal supported this innovative method by encouraging teachers to grow in their faith. Resource articles dealing with various aspects of renewal were provided for the staff and kept in a vertical file in the staffroom. The staff was encouraged to review these articles for discussion at staff meetings.

As a result of attending 3 Provincial Blueprints Conferences, an elementary/junior high school principal developed a "values" process of school awareness. Values the school members found important were identified as were the reasons why they were important. From there, activities were selected that promoted these values in both the classroom and school wide climate. The process also focused on "staff support systems" and the "child as a gift." The school's own philosophic statement and creed were currently being implemented.

In Table 4.15, Non-Users indicated reasons for their non-use of the BPQ and showed the degree of influence associated with each factor. "Lack of communication", "time constraints", "other innovations", and "clarity of the innovation" showed moderate to considerable amounts of influence. "Lack of resources', "funds available", "lack of C.O. support", and "teacher pressure" showed little to moderate influence. "Staff

surveys and staff meetings" and "lack of teacher motivation" greatly affected the non-use of the BPQ as reported by 2 principals.

The following describes the biographical data of the sample of 57 non-users of the BPQ. Information was taken from the tables that are found in the description of the total sample. There were 42 "generally urban" principals of Strata I and II (73.7%) and 15 "generally rural" principals (26.3%) in the Non-User sample. There were 21 elementary school principals (36.8%), 17 elementary/junior high school principals (29.8%), 2 K-12 principals (3.5%), and 16 secondary school principals (28.1%). One Non-User did not give information regarding level. Fifty (of 57) schools (87.7%) were from Catholic Separate School Districts, 2 were Catholic Public (3.5%) and 5 respondents (8.8%) did not answer. Thirty-five principals (61.4%) in the sample reported Kindergarten classes, 39 schools (68.4%) had Grade 1-5, 40 (70.2%) had Grade 6, 26 (45.6%) had Grade 7 and 8, 23 (40.4%) had Grade 9, 13 (22.8%) had Grade 10, 12 (21.1%) had Grade 11, and 11(19.3%) had Grade 12 classes. Three schools (5.3%) reported special programs.

Table 4.9 shows the clustering of Non-User principals to be between the ages of 36 and 50. The mean, 5.11, was calculated on the 53 valid cases which translated to ages 41 to 45.

The mean of "years of experience as principal" for the Non-User group was 8.77 years. This mean was almost identical to the mean of the total sample. See Table 4.11. The two categories with the largest number of responses, were "1 year" with 9 responses (15.8%) and "twelve years" with 8 responses (14.0%).

TABLE 4.15
REASONS WHY RESPONDENTS DID NOT USE THE BPQ

FACTORS	AMOUNTS OF INFLUENCE										MEAN
	LITTLE		MOD		CON		GREAT		NO ANS		
	F	%T	F	%T	F	%T	F	%T	F	%T	
1.Lack of Communication	9	15.8%	3	5.3%	11	19.3%	17	29.8%	17	29.8%	2.90
2.Time Contraints	7	12.3%	4	7.0%	13	22.8%	13	22.8%	20	35.1%	2.86
3.Other Innovations	9	15.8%	4	7.0%	9	15.8%	8	14.0%	27	47.4%	2.53
4.Clarity of the Innovation	6	10.5%	11	19.3%	9	15.8%	7	12.3%	24	42.1%	2.51
5.Lack of Resources	10	17.5%	12	21.1%	5	8.8%	3	5.3%	27	47.4%	2.03
6.Funds Available	15	26.3%	6	10.5%	4	7.0%	4	7.0%	28	49.1%	1.89
7.Lack of CO Support	18	31.6%	10	17.5%	6	10.5%	3	5.3%	20	35.1%	1.83
8.Teacher Pressure	18	31.6%	7	12.3%	4	7.0%	2	3.5%	26	45.6%	1.67
9.Community Press	25	43.9%	1	1.8%	2	3.5%	1	1.8%	28	49.1%	1.27
10.Others**	-	-	-	-	-	-	2	3.5%	55	96.4%	---

N = 57*

Notes: a) F = no. of respondents recording this response.
b) % = proportion of total respondents recording the response in this category.

* Number of respondents

**Three other factors were identified: 1. School staff surveys and meetings to set long range goals.
2. Teachers didn't appear to be motivated.
3. Not aware.

There was a noticeable difference among the means of the three subgroups for the variable "attendance at Provincial Blueprints Conferences." The mean of the total 57 cases (1.47) was lower than the mean of the total sample (1.96) and considerably lower than the mean of Past-Users (2.53) and Users (3.57). Of the Non-User group, there were 20 respondents (35.1%) that had not yet attended the Provincial Conference, 14 (24.6%) had attended one Conference, 8 (14%) attended 2, 9 (15.8%) attended 3, and only 3 respondents attended 4 or 5 Conference (5.3%). Analysis by "year of conference attended" showed 21 of 57 (36.8%) had attended a Provincial Conference from 1981 to 1983. Fourteen of 57 (24.6%) attended a Conference from 1984 to 1986. Ten of 57 Non-Users (17.5%) attended the 1983 Conference. (See Table 4.10.)

The mean of "years as principal in present school" was 4.11 The Non-User group spanned 17 years with "1 year" recording 14 responses and "4 years" with 10 responses. The mean of the total sample was 4.37. See Table 4.12.

Eleven schools did not have assistant principals, 34 schools had one, and 12 schools had two administrative assistants. The mean of the number of teachers on staff was 19.60. Eleven schools had a staff of 10 or less, and six schools had 33 or more. The largest staff had 54 members.

In Section IV, Further Comments, four Non-Users commented. A K-9 principal from Stratum I preferred to use the renewal strategies shared by other principals at the three Provincial Conferences the respondent had attended. A high school principal suggested the Blueprints Conferences should be held every second year to be most beneficial. A K-12 principal was using the comments of the Conference speakers to inspire the staff at the weekly school prayer. A fourth principal, with one year experience, knew little about Blueprints but planned to attend in the spring. This comment was voiced by two other first-year principals.

2. Description Of The Total User Group: Past and Present-Users

The definition of "use of the BPQ" was not specified in this study. It became evident from the data that there were 3 different methods of use of the BPQ: (1) using the items of the BPQ as a comprehensive checklist of the aspects of Catholic education which applied to a school, (2) using the items of the BPQ as a guide or "working document" to develop a school process/plan of renewal, and (3) using the BPQ as a questionnaire which members of the staff individually completed, and which furnished the data for an aggregate school profile from which priorities, goals, and objectives of the school were identified and acted upon. All treatments were recognized as methods of implementation of renewal.

The LoU instrument, which measures the use of an innovation in behavioral terms, is generally considered by change researchers to be a measure of fidelity to the innovation. Berman (1981: 272) noted, however, that its results can be reinterpreted to study the "mutual adaptation" of the innovation to its environment. The in-depth, yet generic, description of Levels of Use enabled the researcher to apply the data on the use of the BPQ to an eight-level measurement chart which indicated the degree of usage of the BPQ by a principal. (Appendix D is a summary of LoU and Table 4.16 gives a shortened description of each level.) Although the adopted questionnaire was less rigorous in its probing than its interview counterpart, it did provide, in most cases, enough information to give an indication of the levels of use of the BPQ. Table 4.16 provides information on the extent of use of the BPQ and Table 4.17 gives evidence used to assign each case to a level. In some cases, however, individual responses varied among the levels. The manual suggests, then, that there is a gestalt greater than the sum of the individual responses in assigning levels and for some cases, the researcher applied this principle.

There was one peculiarity inherent in these results. The highest level, "Renewal" is a stage where the "user might radically change or even replace the innovation" (Rigby,

1984: 11). This was the case with the two "Level 6" Past-Users; one indicated replacing the BPQ just prior to completing the study's questionnaire, and the other noted they were,"progressing through use of results to other things". The "Level 6" Present-User also indicated that he/she had plans to replace the BPQ. Of the remaining 29 Past-Users, 14 indicated strong influences for stopping use of the BPQ different to those reasons given by the principals in the sixth stage. This meant that of the remaining 15 Past-Users, some may have stopped using the BPQ because they had passed through the levels to the "Renewal" stage even though they did not give evidence showing this. The following factors pointed to this being the case. The 15 principals showed a mean of 10.0 years "experience as principals" all had attended a Blueprints Conference prior to administering the BPQ. The mean of the "number of Conferences attended" was 2.80 meaning almost each principal attended 3 conferences. There were 4 pilot principals. Seven of the 15 principals used the BPQ in 1983 and 6 used it in 1984. One principal indicated the opportunity for informal collaboration at the Provincial Conference which appeared to be a strong possibility for these Past-Users. The respondent said, "...it [the Blueprints Conference] did certainly [provide] more in terms of networking, of giving you a chance to share your ideas among other people..."

The results also indicated that variations in renewal projects occurred before the BPQ was used, as it was being used, and after it was used. Use, in most cases, referred to adminstering the BPQ only once, then planning strategies (for one, two, or three years afterwards) from the strengths and weaknesses shown in the aggregate profile.

TABLE 4.16
LEVELS OF USE :
BY SUBGROUPS AND TOTAL SAMPLE

Shortened Description of Levels of Use of an Innovation

Level 0: Nonuse:	no knowledge of the innovation
Level 1: Orientation	initial information-seeking, no use
Level 2: Preparation	actively seeks greater knowledge of innovation
Level 3: Mechanical Use:	day-to-day application and planning for use in short term
Level 4a: Routine Use:	established procedures for longer term, no changes to innovation
Level 4b: Refinement:	makes changes, greater individualization and feedback
Level 5: Integration:	expands use by collaborating with others
Level 6: Renewal:	actively seeks out alternatives and/or replacement of innovation (adapted from Hall and Loucks 1977, in Rigby 1984 : 5).

LEVEL	NON-USER		PAST USER		USER		TOTAL	
	F	%T**	F	%T	F	%T	F	%T
0	34	36.1%	0	0.0%	0	0.0%	34	36.1%
1	21	22.3%	0	0.0%	0	0.0%	21	22.3%
2	2	2.1%	0	0.0%	0	0.0%	2	2.1%
3	0	0.0%	22	23.4%	0	0.0%	22	23.4%
4a	0	0.0%	5	5.3%	2	2.1%	7	7.4%
4b	0	0.0%	1	1.1%	1	1.1%	2	2.1%
5	0	0.0%	0	0.0%	3	3.2%	3	3.2%
6	0	0.0%	2	2.1%	1	1.1%	3	3.2%
Total:	57	60.5%	30	31.9%	7	7.5%	N=94*	99.8%

* number of respondents
** %T means the % for the total sample

Analysis of the Total User attendance at the Provincial Blueprints Conference by "year of conference" revealed that 24 of 37 principals (64.9%) in the sample had attended all or any combination of the conferences from 1981 to 1983. Ten of 37 respondents (27.0%) had attended all or any combination of Provincial Conferences from 1984 to 1986. Eighteen of 37 principals (48.6%) had attended the 1983 Provincial Conference. Eighteen of 28 User and Non-User principals (64.3%) that attended the 1983 Conference used the BPQ. In summary, half of the User sample had attended the 1983 Conference and of those, nearly 65% used the BPQ.

3. Description of the Past-User Group

Past-Users were defined as: (1) principals who have used the BPQ in their school but are not presently referring to its items in their planning, (2) principals who used the BPQ in their former school and are not referring to its items in present planning, or (3) principals who experienced use of the BPQ when they were teachers, or assistant administrators but are not referring to the items of the BPQ in their present planning. Thirty of the 94 respondents (31.9%) described their BPQ User status as Past Users. All 30 said they had used the BPQ, but were not using it now according to the definition. In Item 15, principals stated their awareness of the BPQ by responding 12 times (40.0%) to "not using anymore"; 15 responses (50.0%) "using other means"; 2 responses (6.7%) to "using the questionnaire"; and 1 response (3.3%) to other as "using it from time to time". (See Table 4.2.)

There were 15 of 30 Past-Users (50.0%) in "generally urban" schools of Strata I and II and 15 of 30 (50.0%) in "generally rural" schools of Strata III and IV.

There were 27 Catholic Separate Schools and 3 Catholic Public Schools. Elementary schools numbered 16 of 30 (53.3%), elementary/junior high schools numbered 5 of 30 (16.7%), K-12 schools were 3 of 30 (10.0%), and secondary schools were 11 of 30 (36.7%). The age of the principals clustered between ages 36 to 50. The mean score of 5.13 indicated that age 41-45 was the central level. There were 2 principals under 35 years.

Three principals (10.0%) used the BPQ without attending a single Blueprints Conference. One was a vice-principal at the time the BPQ was administered, one was directed to by a former principal, and one had received Blueprints Conference feedback and materials prior to use. Seven principals had attended a single conference. The mean score of 2.53 shows Past-Users to have attended on the average, 2 or 3 Provincial Blueprints Conferences. Seven schools (23.3%) did not have an assistant principal, 21

schools (70.0%) had 1 assistant principal, and 2 schools (6.7%) had 2 assistant principals. The mean score for "number of years the school has been in operation" (22.41 and an 8 year range) was slightly greater than the mean of the Non-Users (21.29, range of 72 years) and the mean of the total sample (21.09, 78 year range).

The mean score of the "years of experience as principal" for Past-Users (10.07) was higher than the mean of total sample which was 9.34. The mean of "years as principal in the present school" was 4.93 for the Past-User group which was only slightly higher than the mean of the total sample 4.37. Eight Past-Users were pilot principals.

Principals of those implementing renewal through the BPQ were asked to refer to their present school when answering the questionnaire in order to control the variable "principal movement." This variable was a factor in the study. Twenty-five of 37 total users of BPQ (67.6%) were still in their original school but 12 of 37 (32.4%) had changed schools which affected the use of the BPQ. Six of the 12 latter principals were in their first year at their new school. It was hoped that principals would be describing their present school but it appeared, however, that eight principals reported their experiences in their previous school. By checking in the "Further Comments" section of the study's questionnaire, it was determined that only 4 schools may have been duplicated. All 30 Past-User questionnaires were used because of the richness of data they provided.

Principals who had changed schools noted that their experience with the BPQ in one school was carried to the new school where renewal was initiated, even without repetition of the formal administering of the BPQ questionnaire. This comment, among others, had ramifications on the study's definition of Past-User which implies that in referring to the items of the BPQ, one is actually looking at the items or the results.

TABLE 4.17
EVIDENCE GIVEN IN ASSIGNING LEVELS OF USE

LEVEL	KNOWLEDGE	ACQUIRING INFORMATION	SHARING	ASSESSING	PLANNING	STATUS REPORTING	PERFORMING
0	Does not know about BPQ, or has limited knowledge of BPQ	not seeking information about BPQ	does not actively solicit sources of information	nq plans to use BPQ	no time scheduled or steps taken to use BPQ	*no personal involvement with BPQ	no action toward BPQ, but may or may not have attended Blueprint Conference
I	Aware of the BPQ, or, is aware of Blueprints but not BPQ	actively seeking out information on BPQ	may or may not solicit sources of information on BPQ	has not yet decided whether to use it, or is not planning to use at this time	may or may not have gathered information necessary to make decision to use BPQ	may or may not have personal orientation to BPQ	may or may not have attended Blueprints Conf, potential for use is implied
II	Has knowledge of BPQ	actively seeking information about BPQ	actively solicits information on BPQ	plans to use BPQ, has set a date	principal reports self-preparation in order to initiate use of BPQ	expresses interest in attending Blueprints Conf. and using BPQ	preparing for for initial use

TABLE 4.17 (Cont'd)

LEVEL	KNOWLEDGE	AC. INFO.	SHARING	ASSESSING	PLANNING	STAT. REP.	PERFORMING
III	Has given BPQ a trial run- reports familiarity with shorter term goals and activities, and effects on clients in terms of BPQ	has attended Blueprints Conf. or plans to, has received orientation from district, or, was vc. pr. when BPQ was administered	administered BPQ, set objectives made action plans, may have discussed with some parents	evaluation ranges from little to some, mostly on informal basis	not a great deal of planning reported	**problems arose and discontinued use of BPQ, or, goal achieved and discontinued use of BPQ	attitude of management prevailed, when task completed use of BPQ over -shorter initial implementation (1-3 months)
IVa	Relates short and long term goals and the effects on clients in terms of BPQ, updating of obj. mentioned	attends Blueprints Conf., may or may not organize Blueprints Conference	adaption of BPQ in some form prior to its completion by staff	evaluation on informal and formal basis, community and student input	extensive study on part of pr. prior to BPQ use, and staff PD prior to BPQ use	satisfactory use of BPQ	pr. elaborated attitudes toward change -longer initial implementation (1-3 years)
IVb	Varies use of BPQ, elaborates on updating of obj. to better impact with long-term goals on clients	attends Blueprints Conf., may or may not organize Blueprints Conference	modified use of BPQ to meet local needs-reports need for community involvement	evaluation on-going by use of phil., goals, and obj. as criteria, informal assessment but uses formal instruments	shows extensive planning prior to use of BPQ in both content and process	range of variations in use: adaption of BPQ to parallel other innovations for a more effective school	explores alternative ways to use BPQ for maximum client involvement

TABLE 4.17 (Cont'd)

LEVEL	KNOWLEDGE	AC. INFO.	SHARING	ASSESSING	PLANNING	STAT. REP.	PERFORMING
V	Coordinates own use of BPQ with colleagues to impact on client outcomes	describes Blueprints Conferences as a "must"., may or may not organize Blueprints or SPICE Conf.	efforts aimed at outcomes through collaborative efforts- outcomes impact to community	appraises the collaboration in terms of client outcomes, formal methods of evaluation reported	plans specific actions to coordinate the use of BPQ with others to achieve increased impact on clients	reports efforts to collaborate with others about inte grating own use of BPQ -obj. of greater community involvement	collaborates with others as a means expanding the BPQ's impact on clients. -changes made in collaboration with others
VI	Reports knowing alternative ways to change the BPQ that could improve quality of impact through use	Attends Blueprints Conf., may or may not organize Blueprints or SPICE Conferences	Discusses changes in use of BPQ and ways of replacing BPQ-setting of personal goals as school obj. are met	appraisal by use of formal instruments -innovative activities	Plans alternative methods to replace BPQ or ways to enhance BPQ	Reports considering replacing or making major modifications to BPQ	seeks other innovations and expresses desire for a refined version of BPQ

*, **- some questionnaires lacked detailed information and could not be assigned higher levels

4. Description of the Present-User Group

The definition for Present-User of BPQ was " one who is currently making reference to the items of the BPQ and acting upon them to plan long and short range plans for school goals and objectives." There were seven principals in Alberta who assigned themselves the Present-User status. Four of the seven users were those who implemented renewal according to the designers' intended method by having staff (and in some cases Trustees) complete the questionnaires, tabulate and collate results using them to plan and implement renewal according to local needs. The remaining 3 Present-Users described their "use" of the BPQ as the "basis", "guide", or "working document" for their renewal. These principals did not administer the BPQ to staff members in order to obtain an aggregate profile but adapted the innovation to the local school environment by a process of integration of the items of the BPQ.

Three of the seven Users described their levels of awareness as "using other means" (42.9%) and 4 said they were "using the BPQ" (57.1%). Four Users of 7 (57.1%) were "generally urban" schools from Strata I and II and 3 (42.9%) were "generally rural" schools of Strata III and IV. There were 4 of 7 elementary schools (57.1%), 2 elementary/junior high schools (28.6%), and one high school (14.3%). There were no schools from Catholic Public School Districts in the User Group. The mean of the age groups, (Table 4.9) was 5.29 which varied upward slightly from the mean of the total sample 5.13. It translated to age 41-45 years. The mean of the attendance at Blueprints Conferences, (Table 4.10) 3.51, did show a substantial increase from the mean of the other groups, Non-Users of 1.47 and Past-Users of 2.53, and the Total sample of 1.96. Four Users attended 2 Provincial Conferences, 1 had attended 5 Conferences, and 2 had attended the maximum 6 Conferences. Six of 7 Users had attended any or all Conferences prior to the introduction of the BPQ in 1983. Five of 7 Users attended the 1983 Conference. The mean of "years of experience as principal",

(Table 4.11), of the Users-10.57, appeared to be affected by an outlier. The average "years of experience as principal" of the group was more correctly represented by the 8.83 mean found without the effect of the outlier. The means of the subgroups were quite similar for the variable,"years as principal in present school." The User group mean was the least at 4.00 and the mean of the total sample was 4.37. One school did not have an assistant administrator, 5 had one assistant, and the high school had 3 assistant principals. The average number of teachers on staff was 13. The high school had a staff of 75. The mean of the total number of years the schools had been operating was 14.14 with a range of 30 years. One Present-User was a pilot school.

Summary

Three subgroup samples were created by the status of BPQ use: Non-Users, Past-Users, and Present-Users. They were described in detail in this section.

Fifty-seven of 94 principals (60.6%), the largest subsample, were Non-Users of the BPQ. Twenty-one Non-Users (35.1%) were not aware of the BPQ and of those aware of the BPQ, 26 said they were not using the BPQ and 10 (17.5%) said they were using "other means" to implement renewal. Two Non-Users were planning to use the BPQ, and 1 pilot principal was self-described as a Non-User.

Forty-one of 57 Non-Users (71.9%) saw evident support of the change process from their school districts. Twenty-nine of the 57 principals (50.9%) reported evident support for Blueprints from their parish and community. Several Non-Users briefly described "other means of implementation" as: (1) staff survey/staff meetings/Blueprints video, (2) half day "mini retreats" for staff, (3) District Renewal Day/Workshops, (4) Project ACT, (5) liturgical calendar/staff religious development, and (6) a "Values" process of school awareness.

Four factors showed moderate to considerable amounts of influence for non-use of the BPQ. They were "lack of communication", "time constraints", "other innovations", and "clarity of the innovation."

Forty-two Non-Users (73.7%) were from the "generally urban centers" of Strata I and II, and 15 were from the "generally rural centers" of Strata III and IV. There were 27 elementary principals (36.8%), 17 from elementary/junior high (29.8%), 2 from K-12 (3.5%), and 16 secondary school principals (28.1%). The average age of Non-Users was 41-45 years. The average "years of experience as principal" was 8.77 years. The average number of Provincial Blueprints Conferences attended was 1.47 which was lower than the mean of the total sample (1.96) and the mean of the Past-Users (2.53) and Present-Users (3.57). The mean of "years as principal in present school" was 4.11.

Data showed three discrete ways the BPQ was used: (1) checklist of the topics of Catholic Education, (2) "working document" and (3) questionnaire. Thirty-seven principals comprised the Total User group. Thirty described themselves as Past-Users, 7 said they were still referring to the BPQ in planning. Twenty-two Past-Users appeared to give the BPQ a one-year trial and then discontinued use. Seven Total Users achieved Level 4a "routine use", and 8 had refined, integrated or renewed their use of the BPQ. Fifteen of the 22 Past-Users at Level 4a may have achieved a renewal level of use without reporting evidence of it on their questionnaire. A pattern of moving to non-use of the BPQ after 2 to 3 years was established by those who used it as a questionnaire.

Attendance at the 1983 Provincial Blueprints Conference was critical to use of the BPQ. Twenty-eight Total Users attended the Conference and 18 (64.3%) used the BPQ.

Past-Users were principals who had experienced the use of the BPQ at anytime in their teaching career. The thirty principals were divided evenly among rural and urban settings, and 16 were from elementary schools, 5 were from elementary/junior high schools, 3 from K-12 schools and 11 from secondary schools. The average age of the

Past-Users was 41-45 years, with 2 principals under 35 years of age. The mean of the "number of Blueprints Conferences attended" was 2.53 and the average "years of experience as principal" was 10.07. There were 8 pilot principals in the group. "Principal movement" was a factor associated with 12 of 37 Total Users. Six principals were in the first year at their present school.

Seven principals described themselves as Present-Users; 4 used the BPQ as questionnaires, and 3 used it in other ways. Four principals were from "urban centers" and 3 from "generally rural" settings. There were 4 elementary school principals, 2 elementary/junior high principals and 1 high school principal. The average age of principals was 41-45 years. The mean of the number of Blueprints Conferences was 3.57. The average "years of experience as principal" was 10.57 and the average number of "years as principal in present school was 4.00. One Present-User was a pilot principal.

Part Three: Adoption of the BPQ at the School Level

Awareness of the Provincial Blueprints Process

Thirty-seven Users and 52 of 57 Non-User respondents (91.2%) indicated an awareness of the Provincial Blueprints process. This totaled 89 of 94 respondents (94.6%) aware of Blueprints. The remaining 5 respondents (5.3%) did not give the information.

The Present-Users, when asked how they first learned about Blueprints, stated seven different sources: superintendent, nearby principal, religious education coordinator, Blueprints Conference, previous employer, Western Catholic Reporter, and self-seeking.

Although awareness of Blueprints was practically 100%, details of Blueprints were not as well known. A principal from Stratum I remarked,

> "My biggest concern was that I wasn't hearing enough about Blueprints...Blueprints had been mentioned briefly but never enough information about what it was really all about. Blueprints is a nomenclature that escapes me, while we were aware a conference was going to be held, I was not aware of what is involved in the conference...to gain an awareness it is sometimes necessary to ask questions about it... an awful lot was passed on by word of mouth and unless one is willing to ask what its all about, one doesn't find out... it also depends on who you talked to..."

The same principal wondered why there couldn't be literature distributed to schools that communicates the objectives and achievements of Blueprints and said, "...it seems that the information I'm getting is that you've got to go to Blueprints. That's where it's at. I've been hearing wonderful things about Blueprints..." The lack of details was a concern reiterated by five other principals (four from Stratum I and one from Stratum IV) and there were eleven respondents (from all Strata) that said they were specifically looking for more information regarding Blueprints.

Two principals who had not yet attended a Blueprints Conference described their perceptions of the communications as, "one of the best kept secrets in Alberta", and "perhaps being guarded very zealously, only the few who were chosen could go." A pilot principal offered the following insight, "...it [Conference] was portrayed as a secret to all administrators that didn't really relate to anyone else and the hardest part was getting people to understand that it's not information, not something the administrator does. It's the way a school is."

Awareness of the BPQ

Seventy-four of the total 94 respondents (78.7%) were aware of the BPQ. Of the 20 who were not aware of the BPQ, 13 (13.8%) had not yet attended a Blueprints Conference. Six of the 13 were first-year principals. Fifteen of those 20 (15.9%) indicated a positive note towards a renewal project of some form for their school. Four principals specified an alternate means of implementation (described in the Non-User section). Seven of the 15 said they were looking for information regarding Blueprints for Future Catholic Schools, 4 were not looking for information, and 4 did not indicate.

"Lack of communication" was given as the greatest reason for the non-use of the BPQ (See Table 4.15). It was learned through interview with ACSTA Central Office staff members that there was no systematic way of distributing the BPQ. Some superintendents were given copies of the instrument, and participants of the 1983 conference had access to them. Thus the onus, as reported by principals, was for them to seek out information and sources from which to acquire the BPQ. In two cases, principals' requests to Central Office personnel for copies of the BPQ were not met, and thus, not pursued further.

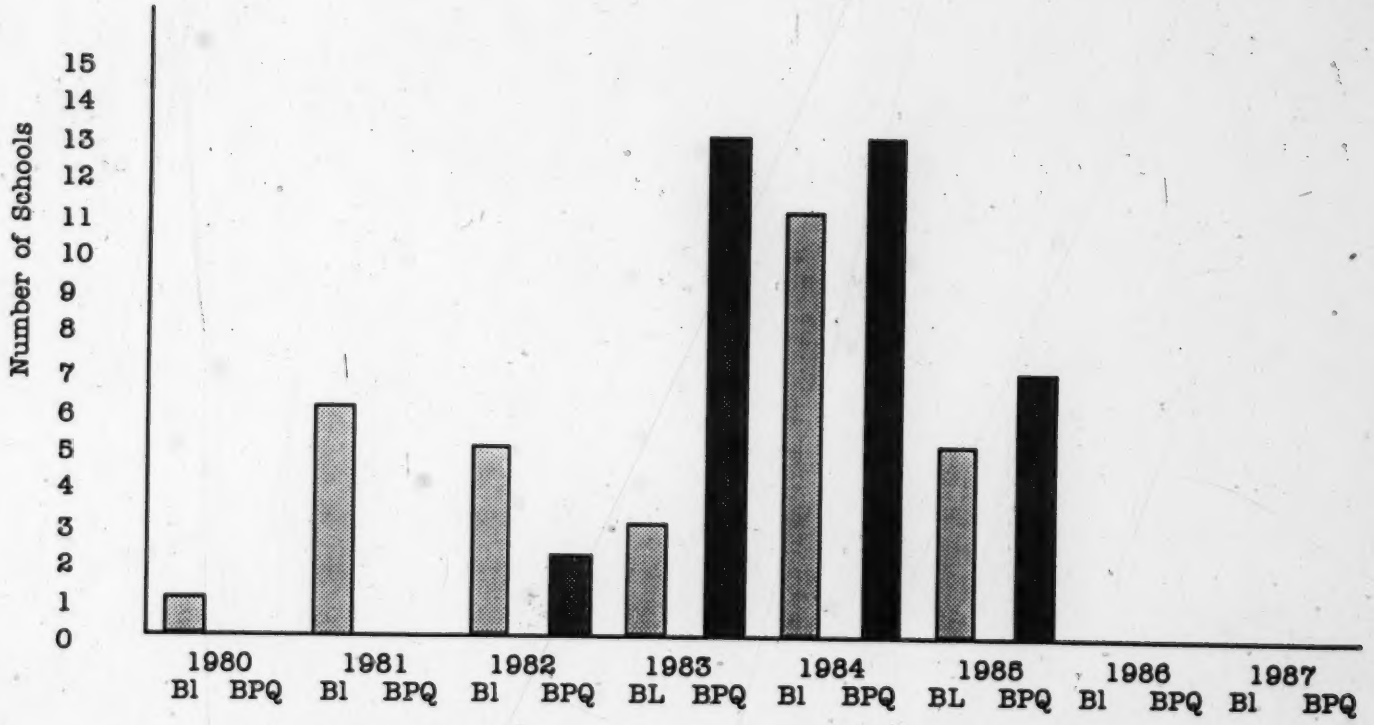
Rate of Adoption

The research attempted to find the extent to which planned renewal had been implemented in schools throughout Alberta. All 37 (Total) Users of the BPQ and 19 principals of the Non-User group furnished this information. Fifty-six of 94 total respondents (59.5%) therefore, showed a planned organizational renewal. The remaining 38 (40.4%) did not give the information, but, of the 38, 8 were first-year principals who had not yet attended a Blueprints Conference, but expressed interest in doing so.

The rate of adoption of the innovation was also studied. The years of adoption spanned 1980-1987. Figure 4.2 shows the rates of: (a) schools implementing a renewal project associated with Blueprints, and (b) schools using the BPQ to implement their renewal project. These figures are based on the information given by the 37 (Total) Users of the BPQ. Thirteen of 37 schools started their renewal with the administering of the BPQ mainly in the years of 1984 and 1985. Four schools may be duplicated due to principals reporting on their experience from a past school. Six principals did not give the information regarding Blueprints renewal but 3 were from Stratum I which indicated, along with their methods of use of the BPQ, that they may have started a renewal project prior to 1981. Two principals did not give any indication of when they used the BPQ.

Figure 4.2

Rate of Adoption of Blueprints Renewal at School Level
and Rate of Adoption of the BPQ at School Level



The research of Rogers in the 1950s and early 60s studied the diffusion of innovations. The populations were categorized as "innovators", "early adopters", "early majority", "late majority", and "laggards." The rate of adoption showed a clustering effect of adopters in the middle categories with fewer numbers representing the outer two categories (Rogers, 1962: 162, 185, 190). This curve was reiterated by Schulz in 1985 when predicting the diffusion of the Blueprints innovation. Figure 4.2 clearly shows the clustering effect of adopters of the Blueprints process and adopters of the BPQ.

"Rate of Adoption of the BPQ" appeared to be related to attendance at the Blueprints Conference. Temple (in Tkach 1983: 362) reported the first Conference to be "invitational, with every Catholic school district in the province allocated a proportional share of the 150 spaces [of the first Conference]. School superintendents were asked to nominate those to attend."

Principals from larger systems described the long-term sharing situation they faced because of the limited numbers able to attend the annual conferences from each district. One respondent commented on the rate of adoption of a large school system by saying, "..the Blueprints conference is now being advertised. People wanting to take in the conference would have to make application and from there would be chosen..."

School Boards appeared to be in favor of the concept of Blueprints as most principals reported sponsorship at the Blueprints conferences as a major source of District support and a principal from Stratum II said it was the District's decision to send representatives to Blueprints. But the formal adoption of the Mission Statements or a modification of them, and of the Blueprints process by the School District was not always a precedent to a principal's adoption of school renewal. There were cases where School Boards had not yet formally adopted the innovation. A newly-appointed rural school principal, who had previously administered the BPQ to a school staff, stated that the present school's renewal, and thus the District's as well, began with his initiative. Four

other principals reported that they were not aware of support by their respective School Boards.

Although the degree of involvement by principals in the decision to adopt the Blueprints process in their school varied from none to complete, the majority of principals said it was their decision alone to use or not use the BPQ. Principals, however, rated "Other innovations" as a significant factor for the non-use of the BPQ. Community schools, Effective Schools Management, technological upgrading were some of the alternatives that principals were presently involved in.

Blueprints was not the first spiritual renewal project undertaken in Alberta. In 1973, a religious team from Dubuque, Iowa began a series of Faith Community workshops for principals of the Calgary Catholic School System. A presentation of the "Faith Community" concepts was given at the 1981 Blueprints Conference. One Calgary principal commented (affirmed by a second Calgary principal),

> "Blueprints is really an affirmation in developing the philosophy and mission statement of a school...it was a renewal and refocusing of what we had been doing... the Calgary workshops had a great impact on me...on other individuals it (Blueprints) did have a significant impact. Many of the principals who weren't around at that time picked up a lot of ideas from Blueprints...I used the BPQ but adapted it to include other material that I use. The combined document was used to develop a school philosophy; I have developed a 'Faith Community' instrument."

Other methods and instruments were used to implement renewal. Staff needs assessments were mentioned in particular. Some districts planned renewal projects with the help of a religious coordinator. Another project grew out of the principal's theological instruction he/she received at Newman College.

Table 4.18 shows the reasons principals gave for stopping the use of the BPQ. "Time constraints", "Other innovations", and "Teacher pressure" showed the greatest amount of influence. Some principals added the following further influences: "there was a resistance by a minority of parents", "teachers were not ready", "teachers were not willing to go through the process and viewed it as just another educational fad", "a new

TABLE 4.18
REASONS FOR STOPPING USE OF BPQ

FACTORS	AMOUNTS OF INFLUENCE										MEAN
	LITTLE		MOD		CON		GREAT		NO ANS		
	F	%T	F	%T	F	%T	F	%T	F	%T	
1.Time constraints	4	13.3%	4	13.3%	9	30.0%	6	20.0%	7	23.3%	2.73
2.Other innovations	7	23.3%	5	16.7%	10	33.3%	3	10.0%	5	16.7%	2.36
3.Teacher pressure	5	16.7%	6	20.0%	5	16.7%	3	10.0%	11	36.7%	2.31
4.Lack of CO support	6	20.0%	6	20.0%	6	20.0%	3	10.0%	9	30.0%	2.28
5.Clarity of innovation	6	20.0%	8	26.7%	6	20.0%	1	3.3%	9	30.0%	2.09
6.Usefulness of innovation	8	26.7%	8	26.7%	8	26.7%	1	3.3%	5	16.7%	2.08
7.Funds available	6	20.0%	6	20.0%	5	16.7%	1	3.3%	12	40.0%	2.05
8.Lack of Resources	9	30.0%	7	23.3%	3	10.0%	0	0.0%	11	36.7%	1.68
9.Community pressure	13	43.3%	5	16.7%	1	3.3%	0	0.0%	11	36.7%	1.36
10.Others**	2	6.7%	-		-		3	10.0%	55	96.4%	-

N=57*

Notes- a) F=no. of respondents recording this response
b) %-proportion of total respondents recording the response in this category
* number of respondents
** five other factors were identified:
1.new school, other demands
2.change in administration
3.desire to provide other methods of renewal as requested by district staff through a survey
4.utilizing a Blueprints process within system
5.for the moment, it had served its purpose

school has other demands therefore I deferred the use of the BPQ until I get to know the staff", "change of administration", "district encouraged other ways utilizing a Blueprints process within the system", "BPQ gave us priorities and was not that valuable to repeat with the same staff", "we had a school evaluation that will be good for two years", and "the BPQ had served its purpose."

Tables 4.13 and 4.14 show a comparison among the subgroups and the total sample of the types of support for school renewal that principals saw evident in their school district and community. It is important to note that 5 Non-Users perceived a lack of evident support from their respective school districts and 21 of the total principal sample indicated "no evident support" for renewal in their community.

Pilot schools were used in the Blueprints process for two major reasons: (1) it was assumed that adoption of innovation is not a "straight line strategy" but a "clustering of adopters" , and therefore, the "innovator group" (including pilot schools) would give initiative to the project (Schulz, 1985: 52), and (2) principals and their staffs were needed to "relate a 'school-in-action' to the Mission Statement" by way of using the BPQ and reporting "state-of-the-art" data and "implementation" experiences to colleagues at the up-coming conference (Himsl and Heck, 1983: 8). There were 9 pilot schools in the sample. Table 4.19 shows pilot principals felt a need for change but also required support from Central Office personnel for school change. Pilot principals indicated their contributions to the Blueprints process were: "an assessment of practice and reality and an evaluation of perception and actuality", "a study on the staff's Catholicity performance and achievements that found our strengths and weaknesses from which we set objectives", "used the BPQ to gather data to give feedback on [the] pilot", and "implemented many suggestions and drew direction from BPQ because it had superb potential and time was right." One pilot principal said, "We used the [data from the] BPQ to get us started [in a process] and define areas of need for inital thrust..." A second

TABLE 4.19
REASONS FOR BECOMING A PILOT SCHOOL

FACTORS	AMOUNTS OF INFLUENCE										MEAN
	LITTLE		MOD		CON		GREAT		NO ANS		
	F	%T	F	%T	F	%T	F	%T	F	%T	
1.Superin.'s suggestion	0	0.0%	2	5.4%	2	5.4%	1	2.7%	32	86.5%	2.80
2 Principal's felt need	0	0.0%	2	5.4%	2	5.4%	1	2.7%	32	86.5%	2.80
3.Superin.'s directive	1	2.7%	1	2.7%	1	2.7%	1	2.7%	33	89.2%	2.50
4.Principals' success with change	0	0.0%	4	10.8%	0	0.0%	1	2.7%	32	86.5%	2.40

N=37*

Notes- a) F=no. of respondents recording this response
b) %-proportion of total respondents recording the response in this category
* number of respondents

pilot principal indicated the method of moving from the analysis phase to actual practice by saying, " Now that we know what we're doing [in terms of our Church mandate], how do we do it?...that's where action plans come in...sit down with teachers and plan out the year's activities according to the philosophy you want to live..."

The Blueprints process was innovative in its focus on "'middle-out' management style [of change] rather than 'top-down'" (Schulz, 1985: 51). One Non-User indicated the importance of involvement of district and community members in the adoption process of such "management innovation" because, the respondent felt, it "presupposed" a situation in which advice from an employee would be willingly taken by the employer, and the community would want to be "led by its own Educational System".

Religious education consultants have played a supportive role to principals in the adoption and implementation of school renewal. In Calgary, Coordinating Teachers of Religious Education (CTRE) acted as, "in-house consultants and facilitators." They were a source of information for teachers in planning and they [CTRE] would plan staff liturgies and give an extra thrust in religious education. Principals from other school districts reported their religious coordinators "helped guide them with the renewal project", "helped coordinate a system theme for the year", and "gave Catholic education the thrust necessary as a high priority in the school."

Factors Associated with Adoption of Change Through the Use of the BPQ at the School Level

There were nine factors or clusters of factors associated with adoption of change at the school level. Five factors appeared to facilitate adoption and five others appeared to act as barriers to the adoption of change through the use of the BPQ by Catholic School principals. Clusters of factors could be "unpacked" into more specific factors. Factors appeared to be interrelated in that they influenced each other, or acted together. A list of the factors is presented in Table 4.20.

TABLE 4.20
FACTORS ASSOCIATED WITH THE ADOPTION OF CHANGE
THROUGH THE USE OF THE BPQ
BY SCHOOL PRINCIPALS

A. Factors that Appeared to Facilitate Adoption of Change

- A.1 Support for Change by Principals
  - A.1.1 Felt need for change
  - A.1.2 Perceived relevance of change to school clientele
  - A.1.3 Immediate personal benefits / Faith commitment
- A.2 Advocacy from School Board and Central Office Personnel for the Change
- A.3 Advocacy from the Roman Catholic Church for the Change as voiced by the Conference of Catholic Bishops of Alberta
- A.4 Resources
  - A.4.1 Inservice for administrators through Provincial and District Blueprints activities
  - A.4.2 Funds available from School Districts
  - A.4.3 BPQ as an aid to implementation
  - A.4.4 Personnel associated with ACSTA / Religious coordinators
  - A.4.5 Pilot school principals / other principals in the network
- A.5 Principals' Knowledge of Others and/or Support of Others
  - A.5.1 Teaching staff
  - A.5.2 Parish Leaders
  - A.5.3 Community

B. Factors that Appeared to Act as Barriers to Adoption

- B.1 Lack of Communication
- B.2 Lack of Resources
  - B.2.1 Time
- B.3 Principals' Perceived usefulness of the BPQ
- B.4 Antecedent Conditions / Adoption Process
  - B.4.1 Principals'prior commitments to change projects
  - B.4.2 Adm/teacher perceptions of evaluation
  - B.4.3 Lack of follow-through on previous change projects
  - B.4.4 System Management of Implementation
  - B.4.5 Principal Movement
- B.5 Lack of Evident Support by Others
  - B.5.1 School Board / C.O. personnel
  - B.5.2 Teaching staff
  - B.5.3 Community

Appendix I lists Fullan's Factors Associated with Adoption

There appeared to be three strongly facilitating factors affecting adoption of change at the school level through use of the BPQ. First, "support for change by principals" was mentioned by a large percentage of Users of the BPQ. A greater percentage of rural principals than urban principals used the BPQ. A greater percentage of elementary school principals than secondary principals used the BPQ. Those principals attending a Provincial Blueprints Administrators' Conference mentioned a renewed faith commitment and other personal benefits such as a common sense of purpose of Catholic education and a planning process.

Second, Users also gave evidence of support from their School Board and Superintendents including advocacy for the change and sponsorship of the school administration at the Blueprints Conference. Inservice associated with the implementation of Blueprints at the school level was also provided for by the school district.

The third major factor that appeared to facilitate adoption was "association with the Provincial Blueprints process", and in particular, attendance at the 1983 Blueprints Conference at which the BPQ was introduced. Conference-attenders also described a perceived advocacy from the Roman Catholic Church as voiced by the Conference of Catholic Bishops of Alberta. This support came in the form of Mission Statement, guest speakers at the Conference, and participation by Church representatives in Conference activities. These respondents also noted the expertise of personnel associated with the ACSTA, and the network of Catholic principals from which they received support.

In cases where the school principals indicated knowledge of and/or support of relevant groups (i.e) teachers, parish, and community, adoption appeared to be facilitated.

Key barriers inhibiting the adoption of change through the use of the BPQ by school principals were:

a) lack of communication, and detailed information about Blueprints;

b) lack of resources, especially the time necessary to adequately plan and manage a major change project;

c) principals' perceived usefulness of the BPQ;

d) the antecedent conditions of the local district and the district adoption process up to the time of adoption at the school level; and

e) lack of evident support by the District, teaching staff, parish, and the local community.

Summary

Eighty-nine of 94 respondents (94.6%) were aware of the Provincial Blueprints Process. (Five did not give the information.) There appeared to be many different sources from which principals gained the information. Details of Blueprints, however, were not as accessible. This was a concern of principals.

Seventy-four of 94 respondents (78.7%) were aware of the BPQ. "Lack of communication" was seen as a major factor in the non-use of the BPQ. "Other innovations" also affected the extent of use of the BPQ as principals reported commitment to innovation already present in their schools.

Fifty-six of 94 respondents (59.5%) gave evidence of undertaking some form of planned renewal in their schools. Years of adoption ranged from 1980 to 1987. "Adoption of Blueprints Renewal" by school principals clustered between 1980 and 1985. "Adoption of the BPQ" clustered between 1982 and 1985. Rate of adoption, as predicted by designers of the Blueprints change process, occurred in a clustering effect. Larger school districts faced longer time-lines for adoption due to limited conference space and larger number of principals.

"Faith Community Workshops", held in the Calgary School District in 1973, were a one of the forerunners of the Blueprints Renewal process in Alberta.

"Time constraints", "other innovations", and "teacher pressure" were seen by principals as the three major factors that contributed to the discontinuance of the use of the BPQ.

Fewer Non-Users reported "evident support" for a change project in their communities than Users and 5 Non-Users reported "no evident support" from their school district.

Pilot principals used the BPQ with their staffs to test its validity as a questionnaire that would find an assessment of staff "Catholicity performance" and, from the perceived strengths and weaknesses, set objectives for the school.

Religious education personnel were reported in larger school systems and helped principals implement renewal with their expertise in the "content" area.

Five factors appeared to facilitate adoption of the BPQ at the school level:

1. Support of change by principals
2. Advocacy from the School District
3. Advocacy from the Catholic Church as voiced by the Conference of Catholic Bishops of Alberta
4. Resources
5. Principals'Knowledge of Others/Support of Others

Five factors appeared to act as barriers to adoption of the BPQ at the school level:

1. Lack of communication
2. Lack of resources
3. Perceived usefulness of the BPQ by principals and/or school staff
4. Antecedent conditions/adoption process
5. Lack of evident support by stakeholder groups

Part Four: BPQ: The Implementation Process

The Blueprints School Profile Questionnaire was an instrument designed to help principals implement the Mission Statement and its eight related goals. The BPQ was hoped by its designers to be an effective way of involving teaching staffs and school district personnel in the change process by " analyzing their present, identifying their priorities, and planning for the future mission and ministry of their schools (ACSTA, 1983: 1). There were four major parts to the instrument: (a) general goals of Christian Philosophy, (b) environment inside school- principal/administration related, (c) environment inside school- teacher and student related, and (d) environment outside school. Each section had parts of the Mission Statement and goals related to its topic. Members of school staffs were asked to react to the series of topic-related items by rating their personal view on a five-point Likert scale ranging from "0 - Not at all" to "4 - Very much so". Respondents were also asked to indicate the items they considered to be a personal priority. The concluding page of the questionnaire required respondents to rewrite responses for the 36 items and list 6 priorities they felt required addressing in the school as soon as possible. Space was provided for additional comments. (See Appendix B for the complete questionnaire.)

The results of the questionnaire, referred to as the "aggregate profile" (Schulz, 1983: 14), could be collated by hand or sent to the University of Calgary to be machine scored. The aggregate profile was a report summarizing a school's needs as identified by the staff members completing the BPQ. A mean score for each item was computed showing the general perception of strength of the item. A high mean score showed a perceived need. The mean score was accompanied by a ranking system that could be used to make a "priority assessment" (Schulz, 1983: 14).

Benefits of the BPQ

Most Users surveyed saw benefits in using the BPQ. The Present-Users rated its effectiveness with a mean of 2.83 of 4 translating as "very good". Principals reported many advantages of the BPQ and positive effects it had on its users.

1. Agent of Change- Some principals said the BPQ made them look further ahead; that it initiated a direction and helped to keep their school organization going in that certain direction. Other principals said it was a unique opportunity to make significant change, that the BPQ them to consider the value system in the school in light of the basic philosophy and importance of Gospel values. Others commented that it presented possibilities for a new lay commitment, and drew staff into the decision-making process of purpose and goal-setting.

2. Raised Level of Awareness- In referring to their own personal experiences, principals said the BPQ created awareness, increased awareness, and caused reflection of the following:

a) scope of Catholic Schools; the commonality of purpose,

b) sense of mission as Catholic teacher,

c) the functioning (methods and procedures) of Catholic Schools,

d) method of strategic planning, and

e) creating a Christian community.

3. Usefulness- Many (Total) Users reported the BPQ to have initiated an "interesting" process of self-assessment. Principals said the BPQ was a "planning model that helped [principals] plan long and short term goals", "a focus for activity", and "a discussion starter by the information it contained." It was reported to be an "excellent checklist for the many facets of the total program." Use of the BPQ enabled staff to identify the strengths and weaknesses of their school, giving staff members an idea of their present position, and focusing the staffs' efforts in meeting felt needs. The BPQ

was also reported to have had a unifying effect on staff in that it caused their involvement and input for a commmon purpose. It was, one principal stated, "a kind of evaluation that spurred everyone to work harder." A Present-User new to the school, saw the BPQ as a "means to try to deal with some of those issues" [that had been a previous source of tension in the school]. A third principal said the items of the BPQ coincided with the principles of "Effective Schools." The comment was furthered with,"...if we could rate each item at 5, then our school would be effective."

Six principals indicated that the BPQ gave direction to the changes. A principal from Stratum I referred to the BPQ as "[posing questions that] help us to focus in on a situation and say 'yes' we should be directing ourselves in these kinds of activities; liturgies, staff development...we focus in on the liturgical year...we stress...celebration..." A"more experienced" principal commented on increasing the "gospel-centeredness" of a school as a very "noble objective" but wondered in what direction you go or what you do to bring this about. He/she responded to the query with, "the way people answered the BPQ we got specific things to do." A third principal, from Stratum II, indicated that there were really four main directions within the contents of the BPQ. The principal continued," the BPQ gave you a focus on how the staff was sitting in any of those directions. The BPQ gave structure for us to look at our school analytically and then for us to make a decision there upon in terms of what we wanted to do." A rural Present-User said, " the BPQ did give direction in terms of long-term outcomes...[it] has in fact established some direction."

Effect on Teaching Staff

The BPQ had a noticeably positive effect on some teaching staffs. In one case, the principal noticed a unifying effect that had so far strengthened the group. Two principals commented on the BPQ's motivational factor. An elementary principal said it gave useful information, and that the staff was enthused about the results and were

excited about its outcomes (i.e) action plans. Three principals indicated a good experience without commenting further. A more experienced principal responded by saying,

> " The BPQ forced the staff to evaluate how we were different from the public system. Furthermore, the staff had to decide the direction, and, how the school was to grow."

Another principal reported that individual teachers began to set personal goals as school objectives were carried forth, and two other principals noticed an initial quiet support for the changes which became a positive factor as teachers attention increased in the areas to which items pointed.

Eight principals noted a contribution of the BPQ that implied a positive effect on teachers. They said it allowed teachers to be part of the decision-making process, it brought forth long-term goals and a clearer direction for the school, it reaffirmed our goals as a community, it gave a point to many of their actions, and it created awareness. One principal said the staff had a chance to express themselves.

Problems Related to Use of the BPQ

The implementation, however, was not without obstacles. During the use of the BPQ problems arose in the following areas: a) the nature of the renewal project, b) the BPQ's meaning and the BPQ's aggregate profiles, c) the environment within the school organization, and d) the environment outside the school organization. See Table 4.21 for an analysis of each factor.

1. Nature of the Renewal- The problem factor principals assigned the greatest amount of influence to was "Too large a project", which had a mean of 2.52. They stated that too much information was given on the BPQ, that it was time consuming and one said, "not practical". One principal from Stratum III perceived it to be "mind-boggling" for those attempting to complete it.

Several other respondents said that their initial project was overwhelming "(we) tried to do too much; we tried to cover everything." One el/jr high principal explained that even though they tried to plan for it, there was not enough structure to the process to deal with the (scope of) problem.

A second factor dealing with the nature of renewal, and of change generally, was the inference by some teachers that the questionnaire was for evaluation. An attitude of suspicion had to be dealt with in some reported cases. One principal questioned the willingness of teachers to do something they viewed as "we've done this before" or, in another case, viewed as an "educational fad."

Some principals reacted strongly to Blueprints. An experienced principal stated that "we were doing most of the things asked for!" Another said "the renewal process is a continuous phenomenon to Catholic schools independent of 'Blueprints' activity." One principal also questioned the present research's specific focus on the BPQ by saying that it was a small part of the whole process.

2. The BPQ- The second greatest problem area for principals was clarity, which had a mean of 2.44. Clarity was referred to in two distinct areas: the items of the questionnaire, and, the direction the aggregate profile indicated. Principals reported an ambiguity of some items that caused confusion and apprehension; some items were hard to understand and teachers wondered about the relevance to the classroom. The problem of meaning became magnified, in one case, as items had to be translated into French. Two principals specifically noted the ambiguity of a high rating on some items especially in the section pertaining to teachers and students. A high rating, they explained, did not clearly indicate a need or the existence of present practice. Another principal said it was hard to establish a clear course of action despite his/her attendance at the 1983 Blueprints Conference in which the aggregate profile was explained. One respondent indicated a

weakness of the BPQ in terms of accurately applying some items to (our) situation. Another respondent said it was difficult deciding on a starting point.

In an attempt to overcome these barriers, one staff engaged in group discussion to interpret and give meaning to items prior to completing them. Another staff redesigned items by shortening or combining them. Two experienced principals reported their decision to use the BPQ as a working document only and not as an actual instrument.

Communicating the outcomes of the renewal tended to be problematic for some principals. While some clearly delineated the desired outcomes, others seemed to recognize an uncertainty about what may happen. At one school, it was the staff who identified the desired outcomes of their renewal. Some examples of expressed outcomes were given: (1) staff feel more cohesive as a unit, and students feel the same way, about the school, each other, and themselves (2) things we do, (3) improve the prayer life in the school in terms of religion, (4) teaching style, approach to students, and discipline internalized, and (5) an increase in community awareness, more Catholic presence in the community by using the school and the students, the things that we expect of ourselves and user groups. An elementary principal was writing a school creed based on the philosophy that every child within the school should have the ability to develop to his or her potential in the five areas-physical, spiritual, intellectual, social, and emotional. The outcomes were described as "pretty important" and were furthered with the comment,

> "...without that central philosophy or framework, you have a problem, to that extent that you share that vision with your staff and they buy into it, I think that you're going somewhere."

3. Environment Within the School Organization- Five principals said the BPQ had little effect on their teaching staffs. One elementary principal said members of staff viewed it as another added activity; an attitude that did not appear to change during implementation. A second principal noted his staff was not too enthused. A third

TABLE 4.21
PROBLEMS ASSOCIATED WITH USE OF BPQ

Problems	Amounts of Influence										Mean
	Little		Mod		Con		Great		No Ans		
	F	%T	F	%T	F	%T	F	%T	F	%T	
1. Too large a project	5	16.7%	4	13.3%	11	36.7%	3	10.0%	7	23.3%	2.52
2. Clarity	4	13.3%	8	26.7%	8	26.7%	3	10.0%	7	23.3%	2.44
3. Ambiguity of items	4	13.3%	10	33.3%	6	20.0%	3	10.0%	7	23.3%	2.35
4. Deciding on a starting point	6	20.0%	7	23.3%	11	36.7%	0	0.0%	6	20.0%	2.21
5. Summaries	5	16.7%	10	33.3%	6	20.0%	1	3.3%	8	26.7%	2.14
6. Rating scale	7	23.2%	9	30.0%	5	16.7%	1	3.3%	8	26.7%	2.00
7. Pertinence to the questions	8	26.7%	8	26.7%	6	20.0%	1	3.3%	7	23.3%	2.00

N =94*

* number of respondents
Notes- a) F= no. of respondents recording this response
b) %= proportion of total respondents recording the response in this category

principal, of an el/jr high, inferred frustration resulting from the ambiguity of some items and the ambiguity of the results. Details were not given by the remaining two principals.

Five situations were reported as negative. One elementary school staff felt completing the BPQ was a waste of time because it was there was difficulty establishing a clear course of action. The effect subsided because little use was made of the results. A jr/sr high principal new to the school reported that the staff had gone through the process previously and since nothing was done or followed through, the staff felt used. This attitude appeared to improve slightly with time. A third principal from an elementary school in Stratum I said the BPQ was not well received by the staff. The respondent inferred an initial teacher suspicion as to what the real reasons were for completing the BPQ.

4. Environment Outside the Organization- Four principals indicated a potential for implementation problems arising from the inconsistency of teachers' personal lives with their role as Catholic teacher and member of the Catholic Community. One principal remarked,"It is very challenging to a lot of teachers...we have to try to deal with their private life." Another referred to the hiring process by saying," ...I make no bones about it...I told them...one of the expectations in (Alberta) Catholic School Districts is that you are visible in the Catholic Church Community."

Use of the BPQ was stopped by one principal who (initially) faced "(considerable) resistance by a vocal minority of parents to the increased emphasis on 'prayer'."

A principal, who was also a "sister", reported parish demands finally caused the discontinuance of the instrument. The respondent praised the BPQ and had achieved IVb-"Refinement" Level of Use.

Planning

Factors associated with planning for use of the BPQ spanned thirteen categories.

Category	Frequency of Mention
1. Staff, teacher workload, commitment	8
2. Staff inservice	4
3. Resources and Resource personnel	3
4. Support and commitment from Central Office	3
5. Available time of principal and staff	3
6. History of Principal's innovative attempts and the school's record of change	3
7. Little	3
8. Communication of Blueprints to staff	2
9. Determine usefulness of results of BPQ	2
10. Consensus	2
11. School philosophy and direction, long-term goals	2
12. Money	1
13. Community	1
	N=30*

* number of respondents

The Present-Users said the time spent planning for use of the BPQ ranged from a full day inservice, to one month, to 2-3 months, to one year. The principal elaborated that during the year's time, a needs assessment was given to staff. Another principal related his second trial of the BPQ in a second school. It was decided, the respondent volunteered, to address the questions, the issues, the meaning of Blueprints with his staff during the first year, and in the second year use the BPQ.

Implementation Using the BPQ

The actual implementation using the BPQ was a process of approximately nine stages. Variations (V) are added to show the scope of the process.

V- Principal inservice

V- Committee of teachers, parents and students to articulate philosophic statement and general goals.

1. Building of a clearly articulated school philosophy with general and specific goals.
2. Introduction of BPQ- includes reading and understanding of the items, and discussion of the process.

V- Revisions made to items

3. Completing the BPQ
4. Scoring
5. Interpretation of Results- examination of the results occurred in some cases by Blueprints Committees (teachers and administrators) prior to the staff inservice.
6. Priorizing and setting objectives by staff
7. Setting action plans, timelines, and organization of events by staff units and staff as a whole.
8. Implementing plans
9. On-going evaluation- in most cases staff evaluate their efforts.

Principals' "initial implementation" ranged from one hour, to 9 hours of staff meetings, to 1 week, to 1 month. Five principals said 2-4 months, and 5 other principals said 1 year. One principal said 2 years and a final principal reported 3 years.

The key decisions of micro-implementation primarily began at the district level with a decision to sponsor the principal at a Blueprints Conference. Once the awareness of the principal was raised, the responsibility for decisions shifted to the local implementor.

Key decisions were made throughout the implementation phase. They involved: (a) when and how to involve staff in a school renewal, (b) to use the BPQ (although most principals said it was their decision alone, two principals said they would allow their

teaching staffs to decide on its use or non-use), (c) how to use the BPQ, (d) how to interpret results, (e) how to translate goals to action, and (f) when and how to measure the success of implementation efforts.

Principals set implementation goals. The following were given: (1) Develop a school philosophy in accordance with the philosophy set out in the Mission Statements. (2) Meet action plans : (a) increase staff involvement in inservices, seminars, and workshops, (b) to hire as youth minister, (c) develop a chapel, (d) daily mass, (e) increase liturgical celebrations, (f) increase emphasis on daily prayer, (g) start public meditation, (h) invite all parish priests to liturgies, (i) increase number of retreats, and (j) to publish a newsletter. (3) To make school a warmer place with better shared activites for staff and students, special projects for self-concept development, improved school/staff celebrations, and future directions. (4) Discuss school objectives with involved interest groups: Knights of Columbus, Catholic Women's League of Canada, and Parish Council.

Present-Users were asked to rate the resources that complemented the BPQ. One principal commented that while Blueprints did not have a lot of equipment, its technological contributions were greatest in processes and information. The following resources were used in conjunction with the BPQ, and rated on a scale of 1(poor) to 4 (excellent). Blueprints Conference report backs, mean of 3.00, and Blueprints Video, mean of 2.67. One principal mentioned two other resources- conference handouts and knowledge gained at conferences rating each at 4.00. A second principal said guest speakers were excellent. School Board results, if available, did not appear to be useful to principals.

Comments regarding the Blueprints Video were generally favorable. One principal said he had shown it to his school staff two times as part of an intensive

professional development plan. Another comment was written emphatically, "MORE VIDEOS!."

Discussion regarding the BPQ was reported to have taken place. Principals discussed the BPQ with their Vice or Assistant-Principals, mean of 3.25, members at Blueprints Conference, mean of 3.17, staff, mean of 3.00, principal of a nearby school, mean of 2.50, ACSTA, mean of 2.50, parish priest, mean of 2.25, Superintendent, mean of 2.00, and School Board, mean of 1.67. One principal also indicated a great frequency of discussions with parishoners.

Typical discussion topics were: (1) identification of priorities and goal-setting, (2) the need for a starting point, (3) strategies to translate theory to practice, and (4) purpose of the BPQ and its relation to the Mission Statement and ways to inform and involve the community.

Several principals reported a negative initial reaction of teachers towards the use of the BPQ to have changed positively over time. Suspicion was eased after further explanation was given regarding the (teacher's) role in the community as Catholic influence. In one case, interest grew to enthusiasm in one case as staff became involved in the process of creating a child-centered, gospel-centered school. Quiet support grew outward signs of support as staff members began taking ownership in the process. "My staff saw the need to review and renew the spiritual life of the school,"explained an elementary/junior high Present-User. In another elementary/junior high, the teachers' needs for clarification arising from the ambiguity of items of the BPQ and the aggregate profile became key as the principal (also a Present-User) stated that "the most productive exercise was the interaction and planning that occurred as a result of the BPQ process.".

In four cases, time had a somewhat negative effect. One principal said there was some loss of sight of the initial stage of articulating philosophy and developing long-term goals. A second principal said the clear direction established from the use of the BPQ

was not as visible over time because of the pace in the school project. Another principal said teachers felt unified in their involvement with the BPQ but came to a point where they felt finished with it and had other things to do. A pilot principal said the staff initially tried to accomplish too much and felt burned out as a result.

The methods of measurement ranged from formal to informal. They appeared to take place at various stages of implementation. Examples of the more formal approaches were staff assessments, dealing with objectives to better meet the philosophy (by setting, meeting or updating them), school evaluations by school districts with an interpretation of results as they relate to the BPQ, and an annual "post mortem" to check direction and need to change.

Principals reported two informal channels of evaluation- communication and observation. They detected vital signs of renewal through comments of staff, communication of staff with one another, praise by visitors, parish contact, talk with parents and students, contact with Parent Advisory Councils, and support for suggested research. Principals' observations of the following also indicated progress towards the goals of the renewal:

identification of results
our actions
staff involvement in activities
participation of staff with students
student/staff reaction
vitality of programs
growth in faith
according to goals, philosophy and means prepared by committee
student relationships- respect, improve their spiritual growth
ease at which new themes for school are chosen each year
action generated from renewal such as: discovery weekends, friendship days, and retreats.

Changes to the BPQ

Movement from Level V of LoU, "Integration" to Level VI, "Renewal" is characterized by the user making changes to the BPQ: (a) through collaboration with colleagues and (b) seeking alternative ways improve the quality of impact on the clients.

An experienced principal of an el/jr/hs indicated changes made to the BPQ by saying, "We now approach it by sections because it was too difficult to interpret the results." The comment was furthered with, "I would like to use a refined version of the BPQ." A second principal from Stratum IV who also has el/jr levels said they no longer use the BPQ but establish the themes and priorities of (our) Blueprints Inservice by committee consisting of staff, Board members, and Central Office personnel. Reasons for the change were to "eliminate administrivia and go directly to the process."

Collaborators

Collaborators were defined as "principals who are meeting regularly with colleagues other than those they began the process of planning the renewal with, for the purpose of increasing the benefit toward their clientele." There were 4 principals who described themselves as "collaborators" and 2 principals who described collaborative efforts. Four were Present-Users and 2 were Past-Users. One principal had attended all 6 Blueprints Conferences and three principals had each attended 2 Conferences (the least number). Collaborators averaged 3 Provincial Conference attendances, and 4 of the 6 had attended the 1983 Conference which featured the BPQ.

Two present-Users planned to replace the BPQ and the 2 Past-Users had already replaced it. The other respondents did not give the information.

Of the group of collaborators, one met on a monthly basis, one semi-annually, another organized an annual inservice, and a fourth met annually, immediately following the Provincial Blueprints Conference. The principals saw the strengths of collaboration as "gaining a wider experience base", "capitalizing on established growth by local application", "participation by all members on an on-going basis", and "working through the different ideas...[presented at the Conference]..."

A weakness of the monthly collaboration was seen as "slow and can get pushed aside occasionally." The semi-annual collaboration was perceived to be weak because there was "not enough contact" and it tended to be "too school-based."

Collaborators appeared to share common goals as the information they dealt with concerned "direction of future community needs", and "vision for the school community." Collaborators evaluated their present situation. They discussed the process and content concerned with accomplishing their goals.

Success of the collaborative efforts was indicated by "continued growth and support for our efforts by one another", "projects and community involvement", and "the success of the annual inservice."

The plans of the collaborators included "continuing in the present format", "renewing the direction of school effort", and one principal hoped to form a "new mission statement of the school district."

Changes in School Objectives

It was not the intention of this study to evaluate the outcomes of change. Principals, however, made a point of showing the changes that had developed from the BPQ process in their school.

Principals frequently mentioned the objective "building Catholic identity". Within that content, two specific objectives addressed (1) commitment to the teaching ministry, and (2) greater visibility of Catholic identity in the community. Activities that met these objectives included: (a) preparing a handbook of readings about teaching ministry within the Church for staff members, (b) teaching classes in the local mall during Education Week with prayer signaling to the public "our willingness to let the city know we are Catholic", (c) providing a retreat for all staff at the school to review Catholic education, (d) writing a school creed, (e) holding school masses, classroom celebrations, and special devotions to show our commitment to our faith, (f) displaying religious symbols in the

school and encouraging activities that reinforce Church tradition such as "living rosary", and "blessing of the Advent wreaths", and, (g) celebrating the origins of the school name.

A second objective was "Academic excellence" which was further specified as (1) greater professionalism of teachers, and (2) planning and programming to better meet individual needs of the students. Activities included: (a) Blueprints planning days and regular Blueprints attention at staff meetings, (b) reading diagnostic programs, (c) awards presentation, (d) staff inservice on learning styles, (e) programs for special students, and (f) viewing the Blueprints Video and attending Blueprints and SPICE Conferences.

"Caring" was a third area addressed by objectives. Specific objectives addressed school climate, discipline, and (two-way) communication. Activities that met these objectives were: (a) recognition of birthdays, (b) staff baby pictures and teacher recognition, (c) Parent Advisory Committee, (d) student advisory program, (e) school handbooks and brochures, (f) liason with community support agencies, (g) discipline modeled on the "gospel-centered" concept, (h) twinning or buddy system, (i) foster child sponsorship, and (j) teacher training in communication skills.

One principal reported the school "Mission Statement" that emanated from an awareness and increase in (our own) tolerance for children and teachers as, "Hand in Hand, Let Us Go." A second principal remarked,"...there have been some things internalized as opposed to institutionalized-teaching style, approach to child, discipline..."

A fourth area of objectives dealt with "Creativity" in which a variety of activities were created to (a) promote the school culture, and (b) recognize the culture of the community. Potluck dinners and pancake breakfasts, activity and spirit (dress-up) days, community cultural fair, guest speakers, contribution of funds to Share Lent, school concerts, visits to artists, and a Japanese Arts and Crafts display were some examples.

Advice of Users of the BPQ

Users of the BPQ offered advice from their experiences with its implementation. Eleven principals (divided almost equally between "more-experienced" and "lesser-experienced" principals) said they would not change their implementation procedures if they were repeating the process and ten principals did not give the information. The following is a summary of the comments of 16 principals.

Nine "lesser-experienced" principals sensed a need to further simplify a very large, complex process by doing only sections at a time, or by continuing to choose a focus that matched the staff's interest. They felt the process must become a "local" one and spoke of attaining greater involvement of the staff and community members. One principal suggested sending others on staff to the Blueprints Conference. Three others noted the importance of securing a faith commitment of the teachers. They thought "going more gradually", creating a "long term project" rather than a single inservice day "topic", and spending more time in the preliminary stages (i.e.) pre-planning, assessing, and explanation of change were ways to improve implementation success. A principal who had attended 5 Provincial Conferences felt that familiarity with the process was a key to success.

Seven "more-experienced" principals keyed on similar topics to those of the former group. They noted the importance of the planning stage and made suggestions that they felt would bring speed and efficiency to the implementation process. One said he/she would screen and interpret the questions of the BPQ before hand. Another said he/she would choose resource personnel that would "help, not hinder the process." A third reiterated the "approach by section" recommendation. "More-experienced" principals stressed the importance of involvement by local actors. One principal felt that having a teacher running the sessions would give a "push from the grass roots." Another noted involvement from parents and community members was important and offered a

reminder that "trustee turnover" was a factor for principals who require continued district support for long-term change projects.

Summary

In summation, this section dealt with the implementation process of Catholic School renewal as initiated by the BPQ. It began with a description of the BPQ and then gave a description of its strengths and weaknesses. The BPQ acted as an agent of change, created awareness of the greater purpose of Catholic education, proved a useful tool for principals initiating a renewal process in their schools, and unified staffs by giving them common purpose in a school-wide decision-making process.

Problems that arose during implementation were related to the nature of the renewal, the BPQ itself, the environment inside the school, and the environment outside the school. The renewal of a school proved to be a large and complex process which was not easily structured. "Lack of Clarity of the BPQ" and its perceived purpose as evaluation interferred with its planning potential. "Lack of readiness", and "lack of commitment of some teachers" were barriers requiring principals attention. "Teachers' past experiences with change" also affected implementation. Incidents of a parent pressure group and principal/religious role overload were reported.

Principals collectively identified 13 factors considered during the planning phase. They reported a collective 9-stage implementation process utilizing the BPQ.

Key decisions, implementation goals, resources, and discussion associated with use of the BPQ were identified. "Time" was seen to have had the negative effects of loss of initial direction and enthusiasm, and teacher burnout. "Time" also , however, appeared to ease the initial tension of change and allow participants to see benefits of their efforts, producing a motivational factor and positive attitudes towards renewal. Principals reported using formal means of assessment but most said "observation" and

"communication with key actors" were informal methods of measurement most often used to measure their schools' progress.

Principals did not make formal changes to the content of the BPQ and when they felt it had served its purpose, they continued the renewal but used different approaches. The changes in process they reported were "approach by section", and "go directly to the process" [by the establishment of yearly themes and priorities by a committee of actors representing the many groups of the school district].

Six principals reported formal collaborative efforts. Their discussion concerned "direction of future community needs", and "vision for the school community."

School objectives were changed as a result of the use of the BPQ. Objectives addressed four general areas: building Catholic identity, academic excellence, caring, and creativity.

Sixteen principals offered advice on implementation as a result of their experiences with the BPQ. They keyed on planning by giving ways to simplify a complex, time-consuming process, and by suggesting ways to achieve greater involvement of staff and community members. They noted that in a religious renewal, securing a faith commitment of participants was necessary and suggested that "going gradually", "creating a long-term project", and "spending more time with explanation" were ways to achieve it.

Part Five: The Blueprints Conference / Process

The findings have thus far discussed the final three steps in the process of macro-implementation: adoption, micro-implementation, and (to a small degree), technical validity. The first stage "administrative decision" is the political arena in which the decision of the direction or "blueprint" for the system is made. Although this study is focused at the micro-implementation level, it would not be complete without briefly describing the Blueprints innovation and reporting principals' "Further Comments"

addressing Blueprints Conferences and the Blueprints process; comments they felt were important to understanding the change process.

The Alberta Catholic School Trustees' Association is a body created to attain the goals of "Catholicity, education, legislation, and communication (ACSTA brochure: 1986)." Its objectives are described in their informational brochure (1986) as follows:

> "(a) to act as an effective, responsible and authoritative voice for Catholic Education in the Province and the Territories..., (b) to provide a vehicle through which Catholic jurisdictions may cooperate..., (c) to promote and assist in the establishment and continuing viability of Catholic jurisdictions..., (d) to communicate to all Catholic trustees and their immediate colleagues and stakeholders, an awareness of provincial and territorial perspectives in Catholic education, and (e) to serve as a source and resource for Catholic School Districts who request information for decision making."

The Educational Services it provides deal with: (1) trustee orientation and development related to Catholic Education, (2) coordination of school-level provincial religious education activities, (3) needs assessments for religious education program services, (4) management of religious education materials, and (5) a learning resource center for religious education and Blueprints. It also sponsors two provincial conferences yearly for Catholic educators: Blueprints for Future Catholic Schools Administrators' Conference and SPICE (Sharing Purpose in Catholic Education) for teaching and support staff (ACSTA brochure: 1986).

Ottaway (1983: 363) adapted a definition of change agent from Beckhard (1969) as "anyone or thing, either inside or outside the organization, who are or that are providing technical, specialist or consulting assistance in the mangement of a change effort. The ACSTA accepted the task of becoming provincial change agents by initiating a "continuing process in the life of the Alberta Catholic community (ACSTA, 1981: 1). The Association presents "Blueprints for Future Catholic Schools" as a "systems management approach to Catholic school identity and leadership which reflects the uniqueness of the vision and philosophy of Catholic education" (ACSTA brochure:

1986). Networking, a data base, annual conferences, and ever-growing body of literature were designed as integral parts of the process (ACSTA, 1985).

Although Blueprints has been described as a "systems management approach to implementation" Laplante (1988) feels that it does not entirely reflect the theory put forward by Elmore (1978). Blueprints was described by Laplante as a loosely coupled system made up of autonomous subunits: school districts, and, its own provincial support systems (eg.) ACSTA. The control of the system, Laplante indicated in referring to Blueprints, is not so much from the managerial subsystem, but from the "strength of the Mission Statement" and the "right change legitimizers in the first place." Laplante sees the ACSTA not as a "prescriptive body" but as a "coordinating body" for Catholic school districts.

The Blueprints change process was not a linear ("top-down") one for two reasons as seen by Laplante (1988). First, he explained the "middle-out" concept to be one where principals were first impacted upon rather than starting from the employers or "top managers" and working down through the hierarchical line. Second, Blueprints was not designed as a set of conferences but rather as a process that evolved and matured.

Blueprints grew out of a need felt by Catholic educators to renew the Catholic System; to "enhance a sense of common purpose and help us (key actors) identify our own vital roles." (ACSTA, 1985: 2) Renewal is viewed by Gardner (1964: 6-7) as being something more than innovation and change because during the process, changes are aligned with the long-term goals and purposes of a society, organization, or an individual. Thus the need of Catholic educators in a leadership position to articulate and share the vision with all Catholic educators became imperative.

An attempt to meet that need was made in the first Blueprints Conference, held in 1981 (Temple in Tkach, 1983: 359). The conference was deemed by its participants to be so successful that it was continued as an annual event. A renewal of

leadership within the community has emerged as principals are sharing their vision in preparing Provincial Blueprints Administrators' Conferences and annual SPICE Conferences for teachers in the system. For the purposes of this research Blueprints was defined as "an innovation for excellence in Catholic Schooling originating as an ACSTA sponsored project beginning in 1980, in which a process of Catholic School Renewal was initiated and promoted" (Laplante, 1986).

Blueprints, at the macro-implementation level, addressed six topics: Mission Statement, ministry, gospel values, pluralism, process, and planning (ACSTA, 1985 : 5-12). It supplied vision and afforded administrators the opportunity to engage in a process to facilitate change. Principals were seen as the key agents of change at the school level (Miklos, 1982: 28).

There were six Blueprints Conferences at the time the research's questionnaire was sent. There have been eight to date. They were held in large urban centers throughout the province. Their themes were:

81-Developing Blueprints for the Future
82-Celebrating the Principalship
83-Profiling and Building the Catholic Identity of our School
84-The Transforming Role of the Catholic School-Implications for Relationships
85-Mission Statement Revisited: Reconciling Mission with Ministry
86-What's the State of the Art?
87-Servant Leadership in a Changing Community
88-People of Hope, Signs of Hope

Advanced readings, conference report backs, and conference journals were utilized. Conference outcome booklets were sent to conference participants.

Seventy-one of 94 respondents (75.5%) in the survey and 34 of 37 Total Users (91.9%) had attended at least one Blueprints Conference. Two of the 3 Total Users who had not yet attended, were first-year principals, and the third was a 6 year principal from Stratum I who had received feedback and materials from the Conference.

Twenty principals offered comments in the last section of the survey's questionnaire, "areas important to understanding the change process". Principals noted:

a) how the Blueprints process had positively affected them,

b) some criticisms of the Blueprints process, and

c) aspects of the study.

Because the Blueprints process, initiated at the macro-implementation level, appeared to be a major area of influence on principals, it was pursued further in the interviews. The following is a collection of many of the comments taken from the questionnaires and the interviews.

Blueprints was described as a "reinspiration of Catholicism in schools". A second principal referred to the Blueprints process along similar lines, "It increased awareness of the value of his/her Catholic heritage and the importance of sharing the heritage with others". A Non-User who attended 1984, 85, and 86 Conferences said,

> "the principal has to be inspired to have change occur...The Blueprints Conferences certainly have done this...I sometimes use statements from the Conference speakers at our weekly staff prayer. This goes over very well" [with the staff].

A pilot principal remarked that

> "one of the benefits of the Conference for adult men (especially) was discussing Church (topics), outside of being in a prayer group, with adult men and women ...and realizing that there is so much faith among the lay people...It's a very religiously [in]spiring event."

"Process" was seen by a respondent in two different ways. The first was a "set of sequential steps [in which] you end up with something at the end and you don't know what its going to be...", and the second was a more flexible and human approach to process in which the respondent described it as a development in many different areas, revisiting each area until all areas draw together..."so long as you pay close attention to detail, the detail is what carries you through." (The respondent referred to Schulz who described "process" in ACSTA's Blueprints Video Viewers' Guide, 1985: 11.) A

second principal felt that while the "BPQ generated direction, the process, as it continues, generates more and more direction."

Generally principals reported the Blueprints Conferences to have affected them by (a) initiating and affirming a personal growth process, and (b) providing them with the professional strategies useful in initiating a growth process in members at their schools.

The Personal Growth Process

Personal growth in conference participants was expressed in varied ways:

> "...I gained a "theological structure" for my school operations,"It gave me extraordinarily valuable contacts", and, "...it gave me the confidence to risk the leadership of the school in responding to the needs of the Catholic community."

An elementary principal from Stratum I expanded on this leadership aspect by reporting an increase in the divorce, blended families, drugs, etc. and perceived: (a) "a decrease in the number of committed Catholics" in his/her Catholic community and (b)"parents who are subtly asking the school "to do faith instruction for them." The principal felt that

> "(our) sense of mission should be encouraged...[and]...by being leaders in the faith we can help in some way...Blueprints offers a means of identifying our strengths and weaknesses, and gives a framework upon which we might be able to do some of this."

The Professional Growth Process

Professional strategies were identified and described by principals in the following comments:

> "Now that we know what we're doing, how do we do it?...and that's where the action plans come in... sit down with teachers and plan out the year's activities according to the philosophy you want to live."

> "One of the things I found in this renewal aspect was to first get people (staff members) to a level of conciousness, get them engaged in a dialogue...to become full-fledged professional Catholic teachers...the staff meeting itself became the focal point...it wasn't a matter of going out and developing a master plan and then implementing it, it was more a matter of responding to the needs of the school which were first of all to develop community...and then professional development...it was

> something that we had to link: effective teaching and our gospel value...my staff has seen the Blueprints video tape at least twice..."
>
> "...the difficulty I had as principal was to...take the enthusiasm I had (from the conference) and make it relevant for the classroom teacher. The BPQ helped because people were discussing it a lot and discussing issues we never thought of...there has been some things internalized as opposed to institutionalized: teaching style, approach to child, discipline..."
>
> "...in 1981, I became familiar with the approach, the process that was involved, that was one of consultation and sharing...I just saw the potential for really developing an effective way of giving some direction to our school."
>
> "I come back (from conferences) with ideas and generally sit down with someone else (an administrator) and work it through, talk about different ideas, and then I'll bring it ...into the school and work it through with the people here at the school...I very much try to structure some of these things...I...try and work through a communication-delegation role, and to me Blueprints demands this or you never get anywhere, certainly not top-down, it's a staff-building kind of activity."

Challenges Associated with Blueprints

Several principals voiced suggestions for making the Blueprints Conference more effective. A principal from Stratum II discussed the student problems he/she faced in the school resulting from breakdown of students' families and the problem of dealing with staff members whose Catholic practices and beliefs spanned a very wide range. The respondent felt the concepts dealt with at the conference were not too useful in trying to deal with specific problems. "Global answers aren't all that helpful." The necessity for attendance at the conferences by more principals from large urban centers was also expressed by the respondent " in order for the network of principals to share solutions to similar problems."

Two high school principals and one elementary/junior high principal addressed time away from school saying that it was not good to be away from the school too often, and because of that attendance every year at Blueprints cut down the number of conferences they might attend in a year. One principal felt the conference could be held every second year.

Comments from principals who either planned Blueprints Conferences for administrators or SPICE conferences for teachers expressed the effects it had on them and their staff. One principal said,"...as you lead in planning you end up thinking servant leadership, serving the community." Another principal said, "It has really raised my level of expectations and my desire to have people have an experience of that quality." Two principals observed that teachers on staff noted the leadership shown by their principal as planner of a provincial conference and, as a result, have attended SPICE conferences.

Five principals specifically endeavoured to explain that Blueprints is really "people, what people are, the relationships of people", " a feeling of faith growth", " the way a school is". One principal further believed,

> "Blueprints is really a vehicle that God is using to bring about a transcendence of Christian thinking. For each of us he is speaking differently. What He tells us to 'do' has absolutely nothing to do with what we 'are'. But what we 'are' has absolutely everything to do with what we will 'do'. Therefore I strongly feel that a shift is soon to be realized by many...a new attitude. But nobody will really understand it because of the transcendance."

In summation, "Blueprints for Future Catholic Schools" is an opportunity for principals to: (a) share a more global vision of Catholic education, (b) to receive information about the Catholic faith in terms of Catholic schooling, (c) to become aware of the evolving role of Catholic administrators, (d) to become acquainted with a process of involving many in decision-making, and (e) to experience the revitalizing spirit of renewal within the Catholic Community.

The information gathered from the preceding 5 sections of the results has been analyzed for its influence on the implementation of change at the school level and is now presented. Table 4.22 accompanies the following analysis.

Factors Associated with Implementation of Change Through the Use of the BPQ At the School Level

There were eight factors that appeared to facilitate the implementation process and eight factors that seemed to work against its success. Factors again appeared to be interrelated and some appeared to work together. Factors from the previous phase of the change process appeared to have an impact on the following phases of the change process. Factors increased in number with each new phase of the change process.

1. Factors that Appeared to Facilitate Implementation of Change

1.1 Need for Change / Awareness of Potential for Change- The BPQ was described as a change agent that revealed great potential for change at the school level. It created an awareness of the greater picture of Catholic education. This awareness appeared to lead to more favorable attitudes, thus creating more favorable conditions for implementation.

1.2 Support of School District / Availability of Funds- The majority of Users of the BPQ reported leadership from their District in both non-monetary and monetary forms. The support of the Superintendent was mentioned by most principals in a general way, but in some cases, principals elaborated by showing how their Superintendents were a very strong positive influence. In cases where School Trustees adopted the Mission Statements or modifications of them, principals and teachers perceived their sense of commitment to the change. The District sponsorship of administrators and teachers to the provincial conferences, and the hosting of Blueprints inservice added concrete signs of support.

1.3 Availability of the BPQ- For many principals in the survey, creating a religious dimension to school structure was an innovation. As a result, principals requested aid to help them implement this change. In the majority of cases,

principals saw some benefits from use of the BPQ, and many said the BPQ facilitated the introduction of the idea and began a process to unify the staff.

1.4 Association with the Provincial Blueprints Process- With the exception of three principals, all Users of the BPQ attended at least one Provincial Blueprints Administrators' Conference, and 65% of all Users attended a Blueprints Conference prior to the use of the BPQ. The 1981 and 1983 Provincial Conferences were "process" oriented and were identified by several principals, two of whom had attended all the conferences, as "key". A greater "degree of implementation through the use of the BPQ" appeared to be associated consistently with those who had attended Provincial Conferences on a more regular basis.

1.5 Leadership at the School Level / Faith Commitment- The survey data showed the variables of "administrative experience", "years at present school/principal movement", and "association with the Provincial Blueprints process" to have a bearing on the degree of implementation Specifically, "lesser experienced" principals tended to continue to use the BPQ longer than "more experienced" principals; principals who had been in their present school for more than two years tended to adopt and use the BPQ to a greater degree than principals who were new to a school or in their first or second year at a school; and the greater a principal's association with the Blueprints process, the greater his/her use of the BPQ. Many principals who used the results of the BPQ for an extended period of time (3 to 4 years), gave a detailed report of their school process in which they showed a high degree of personal interest in the project, reported spending a great deal of time on it, and appeared to be very committed to the Catholic faith, and to the Blueprints process and its benefit on their students.

TABLE 4.22
FACTORS ASSOCIATED WITH THE IMPLEMENTATION OF CHANGE
THROUGH THE USE OF THE BPQ
BY CATHOLIC SCHOOL PRINCIPALS

1. Factors that appeared to Facilitate the Implementation of change

   1.1 Awareness of potential for change / Need for change

   1.2 Availability of funds / Support of District

   1.3 Availability of Blueprints School Profile Questionnaire

   1.4 Association with the Provincial Blueprints Process

   1.5 Leadership at the School Level / Faith Commitment

   1.6 Staff development / participation

   1.7 Timeline and Information system

   1.8 Support of Others

2. Factors that Appeared to Inhibit the Implementation of Change

   2.1 Clarity associated with the BPQ

   2.2 Complexity / Scope of change

   2.3 Adoption Process

   2.4 Lack of Adequate Preparation for change

   2.5 Lack of Resources

   2.6 Antecedent Conditions

   2.7 Lack of Evident Support by Others

   2.8 Principal Movement

Appendix I lists Fullan's Factors Affecting Implementation

1.6 Staff Development / Participation- Principals reported the "process" of involving teachers in (a) working through items of the BPQ together, and (b) participating in decision-making on a school-wide basis, had great benefits to their growth and confidence in their capacity for change.

1.7 Timeline and Information System- As time passed, those involved in the change were reported to have "taken ownership of the process". The tension that was first created by change dissipated and in some cases, was replaced by enthusiasm in seeing the results of the efforts. Most staffs were reported to have participated in the evaluation which contributed to further planning and goal-adjustment. Principals noted that those who participated in a great effort to rework the items of the BPQ appeared to have benefitted greatly from the interaction and thought-process it caused.

1.8 Support of Others- Where teachers supported change, implementation was reported to have been facilitated. The cooperation of parish leaders appeared to have added a greater liturgical element. Positive community feedback was used as evaluation for the fine-tuning of school goals and objectives.

2. Factors that Appeared to Inhibit Implementation

2.1 Clarity Associated with the BPQ- Some items of the BPQ were unclear or had two discrete parts. This led to frustration of those attempting to complete it. There was a lack of clarity associated with the aggregate profile too. Principals reported difficulty establishing a clear course of action from their results. Clarity of outcomes was also problematic for some. While some principals stated the outcomes of change succinctly, others said they had no idea of what the outcomes would be during initial implementation. Clarity was reported to have considerable influence leading to the discontinuance of the BPQ by 10 of 30 principals.

2.2 Complexity / Scope of Change- The BPQ created an awareness for administrators and teachers of the larger picture of Catholic education, which included: (a) general goals involving Christian Philosophy of the Catholic school system, (b) the environment inside school related to the principal/administration, (c) the environment inside school related to the teacher and student, and (d) the environment outside school. Principals attempting to meet this challenge, soon found their change projects to grow to overwhelming proportion which was time-consuming and difficult "to put structure on."

2.3 Adoption Process- Some principals and many teachers perceived the purpose of Blueprints as evaluation. This inhibited implementation.

2.4 Lack of Adequate Preparation for Change- Comments by some principals indicated that teachers were not ready for change. Principals said teachers lacked experience in group -based decision-making, and because they also lacked an awareness of the content and scope of Catholic education, they were not in a "problem-solving" state.

Use of the BPQ, within the Blueprints renewal process, was a multiple innovation. This type of innovation was described by Hall, Loucks, and Newlove (1975: 32) as an "innovation bundle" or "many independent processes and ideas within an innovation." Catholic School renewal addressed both the content of Catholic education and the process of "group decision-making" for staff on a school-wide basis. Data showed many principals felt they would take more time in the preparation phase in a similar innovation.

2.5 Lack of Resources- The factor "time constraints" was viewed by principals to be the major contributor to the stoppage of use of the BPQ. "Role overload", in one case, and "lack of supporting personnel" were also mentioned.

2.6 Antecedent Conditions- "Teacher experiences prior to the change effort" appeared to affect smooth implementation. In one case, teachers felt used by a previous change effort that did not have any follow-up activities. In another case, a previous principal tried to mandate change. In a third case, teachers perceived the present change project as ones that had previously been tried without any real district support.

2.7 Lack of Evident Support of Others- Five Non-Users of the BPQ described a lack of evident support from their School District for Blueprints. Non-Users generally reported less evident community support than Users. There was one case where community pressure strongly influenced the discontinuance of the use of the BPQ. One principal said funds for Blueprints were not readily forthcoming from the School Board. Where teachers did not support the change, principals related problems associated with the use of the BPQ.

2.8 Principal Movement- In one case, "principal movement" promoted the use of the BPQ, but most principals reported stopping the use of the BPQ because they had changed schools, or delayed implementation because they needed to get to know the staff better.

Summary of the Findings

The study was designed to find factors associated with change in the philosophy and practice of Catholic Schools at the school level specifically through the use of the BPQ. An analysis of the biographical data indicated three variables that appeared to have had an influence on the extent and degree of use of the BPQ: "attendance at the Blueprints Conference", "years of experience as principal", and "years experience at present school/principal movement". The variable "administrative time" was not dealt with specifically, but the pressures of time upon the principal and staff members appeared

as a major reason for a) non-use of the BPQ and b) stopping use of the BPQ. A great number of comments specifically addressing the time factor were given to reinforce the influence of the variable.

The application of LoU indicated that 36.1% of principals in the total sample had no knowledge of the BPQ, 22.3% were seeking information of Blueprints but not using the BPQ, and 2.1% were preparing to use the BPQ. It appeared that 23.4% of BPQ Users gave the the instrument a trial run but discontinued use without (a) progressing to a higher level of use, or (b) without giving evidence of progressing to a higher level of use in their questionnaire response. Seven and four tenths percent had attained routine use of the BPQ, 2.1% were at the refinement stage, 3.2% were integrating their use of the BPQ with collaborators and 3.2% had reached a renewal where they were presently seeking replacement of the BPQ. A peculiarity of the highest stage of LoU in which the innovation may either be replaced or radically changed led to further analysis of the data. The analysis added strength to the influence of the variable "years of experience of principals" on the level of use of the BPQ.

Of the 89 of 94 respondents that gave the information, all said they were aware of Blueprints For Future Catholic Schools. Seventy of 94 (74.5%) were aware of the BPQ. Use of the BPQ was reported by 37 of 94 principals (39.4%).

Principals in larger systems reported a lack of communication of the innovation to the largest degree. The informal distribution of the BPQ also appeared to affect the extent of usage of the instrument.

Adoption of the BPQ was greatest in 1983, 84, and 85. The innovation diffused in a clustering effect as predicted by its designers. It appeared that adoption rates of the BPQ in larger systems would be slower because of limited access to a Blueprints Conference.

School Boards generally favored Blueprints but not all adopted it in a formal way. It was the School Districts' decision to send principals to the conferences but principals generally decided whether or not to use the BPQ. Some chose other means.

One of Blueprint's Alberta forerunners was "Faith Community Workshops" held in the Calgary Separate School District in 1973. The model was presented at the 1981 Blueprints Conference.

Principals reported time constraints as the greatest factor causing them to discontinue use of the BPQ. Non-Users reported a lesser degree of evident central office support and less community support than Users of the BPQ.

Twelve pilot schools were used to test the validity of the BPQ, to act as models in the change process, and to comunicate to others through conference report backs.

Blueprints was designed to have a "middle-out" style of management. The concept proved problematic for principals in school districts where members of central office personnel were not necessarily in agreement with the concepts of Blueprints.

Religious consultants were found primarily in the larger school systems and had a supporting role to principals in their renewal projects.

The factors that appeared to facilitate the adoption of the BPQ by principals were:

1. Support for change by principals
2. Advocacy from the School District for the change
3. Advocacy from the Roman Catholic Church for the change as voiced by the Conference of Catholic Bishops of Alberta
4. Resources (inservice, funds, BPQ, personnel, other principals in the network)
5. Principals' knowledge of Others / Support of Others.

The factors that appeared to act as barriers to adoption were:

1. Lack of Communication
2. Lack of Resources
3. Principals' Perceived Usefulness of the BPQ
4. Antecedent Conditions / Adoption Process
5. Lack of Evident Support of Others.

The BPQ acted as an agent of change, raised levels of awareness, and proved to be useful in dealing with the Mission Statement in a practical way.

The BPQ caused a general apprehension usually associated with change among teachers. Some staffs were negative because of previous experience with change efforts. Many principals said initial mixed feelings became generally positive as teachers worked through the process of making and implementing action plans.

Obstacles preventing change arose in (a) the nature of the renewal, (b) the instrument, (c) the school environment, and (d) the environment outside the school.

a) The renewal in many reported cases was too large a project. The information was overwhelming and was difficult to structure. One staff was reported to have suffered burnout from attempting to do too much. Renewal and evaluation tended to be closely linked and as such raised suspicion to a level that, in three cases, led to either discontinuing use of the BPQ, or non-use of the BPQ altogether.

b) Clarity of the BPQ caused problems for a number of principals and their staffs. The material in the questionnaire was new to many of its users and was presented in statements that were not easy to understand. Interpretation of the results also tended to lack clearness. Some principals recognized that outcomes of the process would be uncertain.

c) The experience of the principal as change agent, and the previous experience of school staff members presented attitude problems that, in some cases, had not necessarily changed.

d) Principals were obliged to deal with teachers' private lives that were inconsistent with their role as Catholic teacher and member of the Catholic Community. "Role overload" and a community pressure group were reported to have contributed to the discontinuance of the BPQ in two separate cases.

Principals main concern in planning was the staff, teacher workload, teacher commitment, and inservice opportunities. Principals' planning efforts ranged from a full day inservice to 1 year.

A compilation of principals' responses described a 9-step process of implementation: articulating the philosophy and goals of the school, introducing the BPQ, completing the questionnaires, scoring, interpreting the results, priorizing and setting direction, action plans, implementing, and evaluation.

Decisions to send principals to Blueprints were at the district level but principals generally decided on the means they would use to implement change. They also decided on how they would involve staff, use the BPQ, interpret the results and formulate action plans, and measure the school's progress. In some reported cases, these decisions were the staffs' responsibilities too.

Principals gave a high rating to the Blueprints Video "Blueprints: What's It All About?", the Blueprints Conferences, conference "report backs", and conference materials as resources that complemented the BPQ.

Principals reported the majority of discussion regarding the BPQ to be with the assistant school administrator, the staff, or a nearby principal. Consultations with the parish priest or the ACSTA rated higher then the Superintendent or School Board members.

The passage of time was reported to have eased the initial tension associated with change and a great number principals reported positive effects. Time, however, tended to make the initial direction less visible, and contribute to teacher burnout.

Measurement was accomplished through needs assessments, updating objectives, and district evaluations. On a less formal basis, principals reported on-going evaluation by observation of school activities and relationships, and communications with stakeholders.

School objectives developed from the BPQ process in four areas:

1) Catholic Identity and Commitment: commitment to the teaching ministry; liturgies and celebrations; religious symbols and attention to Church tradition,
2) Academic Excellence: professional development of the school staff, and planning and programming to better meet individual needs,
3) Caring-school climate, discipline based on the "gospel-centered" school and (two-way) communication, and
4) Creativity: activities to promote school culture and promote the culture of the community.

The factors that appeared to facilitate the implementation of change through the use of the BPQ were:

1. Awareness of potential for change / Need for change
2. Availability of funds / Support of District
3. Availability of BPQ
4. Association with the Provincial Blueprints Process
5. Leadership at the School Level / Faith Commitment
6. Staff development / participation
7. Timeline and Information system
8. Support of Others.

The factors that appeared to inhibit the implementation of change were:

1. Clarity associated with the BPQ
2. Complexity / scope of change
3. Adoption Process
4. Lack of Adequate preparation for change
5. Lack of Resources
6. Antecedent Conditions
7. Lack of Evident Support of Others
8. Principal movement

CHAPTER FIVE

CONCLUSIONS, RECOMMENDATIONS, AND SUGGESTIONS FOR FURTHER RESEARCH

Overview

Chapter Five begins with the Statement of Findings. Factors associated with adoption are then presented. They are followed by ten concluding statements about adoption. Factors associated with implementation are presented with twenty-four concluding statements about implementation. Some general conclusions about the BPQ are then given. Thirteen concluding statements about factors associated with change end the "conclusions section"

Recommendations of the study and suggestions for further study conclude the chapter.

Statement of the Findings

Biographical Data

Attendance at Blueprints Conferences proved to be a factor associated with BPQ use. Almost all principals (34 of 37 or 91.9%) who used the BPQ had attended at least one Blueprints Conference. Those showing greater levels of use of the BPQ had attended, for the most part, a greater number of conferences, and in most cases, had attended conferences that were regarded as key "process" conferences: 1981 and 1983.

"Years of experience as principals" also appeared to have had an effect on BPQ use. "Lesser experienced" principals tended to continue using the instrument more than "more experienced" principals. (Eight years of experience and over was considered "more experienced" for the purposes of this study.) This finding, however, appeared to be tied to attendance at Blueprints Conferences.

"Years as principal in present school" appeared to be a factor influencing the use of the BPQ, only as it related to "principal movement." "Principal movement" was described as a change of the school principal that affected use of the BPQ. There were 12

of 37 (32.4%) cases in the study. "Change of principal" resulted in one initiation of use, but for the most part resulted in discontinuation of use, integration of use into present school situation, and delay of use.

Questions to Guide the Research

1. How extensively is the renewal process being implemented throughout the Province of Alberta?

An awareness of Blueprints was indicated by 89 of 94 respondents (94.6%). Five did not give the information. Fifty-six of 94 respondents (59.5%) gave evidence showing a planned organizational change, 8 of 94 (8.5%) were first-year principals who expressed interest in attending a Blueprints Conference, and the remaining 30 did not give the information.

Adoption of the Blueprints process spanned six years from 1980 to 1986. Use of the BPQ clustered in the years 1983, 1984, and 1985, as predicted by Rogers (1962), and Schulz (1985). Larger school districts faced longer timelines due to the large number of principals and the limited number of participants the conferences could accommodate.

A Non-User felt the concept of "middle management" of the Blueprints innovation affected the adoption of the innovation, and, in turn, the adoption of the BPQ.

2. How extensively is the BPQ being used?

In March, 1987: (a) 70 of 94 Catholic school principals (74.5%) indicated an awareness of the BPQ, (b) 57 of 94 principals (60.6%) did not use the BPQ, (c) 30 of 94 principals (31.9%) used the BPQ but had stopped referring to items and/or results of the BPQ, (d) 7 of 94 principals (7.4%) were presently using the BPQ, and (e) 2 of 94 principals (2.1%) were planning to use the BPQ. Adoption of the BPQ was greatest from 1983 to 1985. It peaked in 1983 and 1984.

2.1 Total Users- Thirty-seven principals had experienced use of the BPQ in some form. Almost 60% of the Total Users appeared to give the BPQ a trial run and stay at that level (III), either experiencing staff-related problems and discontinuing use or perceiving the purpose of the instrument to be served. There were 8 Past-Users that achieved higher levels of use of the BPQ. The range of levels the Present-Users achieved were "Routine IVa" to "Renewal VI". Two principals at "Renewal" had recently replaced it with an alternate means of renewal. Two Past-Users and four Present-Users were collaborators and all (except one) had attended most of the Blueprints Conferences.

2.2 Past-Users- Thirty principals described themselves as Past-Users of the BPQ because they had experienced the use of the BPQ in some way but were not referring to its items or its results in the present planning of long or short range goals for their school. Eight of 9 pilot school principals had Past-User status. Over half, 17 of 30 principals (56.7%) were "more experienced". Past-Users reported "time constraints" to have had a considerable influence on their discontinuance of use of the BPQ. "Other innovations", "teacher pressure", "lack of Central Office support", "clarity of the innovation", "usefulness of the innovation", and "funds available" had moderate influences. In one case,"community pressure" was reported to be a large contributing factor in the discontinuance of the BPQ.

2.3 Present-Users- Seven principals said they were presently using the BPQ. Three were "more experienced" principals that had adapted the BPQ to their present school structure by using it as a checklist of the facets of Catholic education and integrating these areas into the present school plan. In this respect it was presumed that they would continue to be Users according to the study's definition and not follow the pattern of becoming a Past-User. The four remaining Users

were "lesser experienced" principals who had used the BPQ to acquire an aggregate profile and set priorities and objectives from the profile. Each User had attended Blueprints Conferences and in most cases, had attended a great number of the conferences. One User was principal of a pilot school. A Present-User who had achieved the "renewal" stage of use felt his/her school was "progressing onto other things" but still referred to items on the BPQ "in thought". This comment appeared to be implied in the comments of other Past-Users.

2.4 "District Size" and "Grade Level" Variables- A greater percentage of schools from Strata III and IV "generally rural "centers (54.5%) used the BPQ than schools from Strata I and II "generally urban" centers (31.7%). A greater percentage of elementary principals (48.8%) tended to use the BPQ than elementary/juniorhigh school principals (29.2%) or secondary school principals (30.4%).

2.5 Non-Users- Fifty-seven of 94 principals (60.6%) did not use the BPQ. Of them, 20 were not aware, 6 were first-year principals, 4 described implementing renewal using other means, 7 said they were presently looking for more information, and 4 said they were not looking for information.

Lack of communication of the BPQ was perceived to be the greatest reason for non-use, even though all principals that gave information said they were aware of the Provincial Blueprints process. Time constaints, other innovations, clarity of the innovation, and lack of resources were indicated by the principals to have had the greatest amounts of influence. Lack of Central Office support, teacher pressure, and community pressure were also indicated but to a much smaller degree. "Lesser experienced" principals tended to express an interest in Blueprints and/or the BPQ to a greater degree than "more experienced" principals. This factor appeared to be tied to "Attendance at Blueprints Conferences." Non-

User Principals gave evidence of school district and community support to a much lesser degree than Past and Present-Users of the BPQ.

Several Non-Users expressed frustration at not knowing more detailed information about Blueprints but most principals that commented said they were: (a) seeking more information about Blueprints, and (b) supporting Blueprints despite their non-use of the BPQ.

3. What were the reasons that caused principals to use the BPQ?

In many cases, principals either stated or implied a need felt for school renewal, and because the role of "religious leader" was new to principals, they expressed a need for some means to help them initiate the renewal of greater religious presence in their school. Within this context, principals' reasons to use the BPQ were: (a) a useful instrument to generate analysis and change, (b) a working paper with a significant level of validity, (c) a means to use the process itself, (d) a unique opportunity to gain a (religious) focus not articulated before, (e) chance to broaden our (school staff) perspectives, and a way to develop a school philosophy, goals, and objectives. Five principals used the BPQ because they were asked to, and, in one case, because it was there.

Principals who reported previous experience with school renewal tended to integrate the items of the BPQ into their present school program rather than use it as a questionnaire to generate an analysis of school strengths and weaknesses.

4. What steps were involved in using the BPQ as a means of initiating or supporting a renewal process?

Principals used the BPQ in two different ways. Many principals requested their staff members to complete the questionnaire and from the results made changes to renew the school.

Some principals chose to use the BPQ as a working document or a guide to address the many areas in which renewal could be achieved. In these cases, there was no aggregate profile generated, but rather, a checklist of areas the school staff could address.

Principals from aggregate profile schools described a composite process of 9 mini-steps which accomplished the initiation of the planned change. They were:

1.Building a clearly articulated school philosophy with general and specific goals.

2.Introducing the BPQ which included reading and understanding the items and discussing the process.

3.Completing the BPQ

4.Scoring

5.Interpreting the results often by committee prior to staff inservice

6.Priorizing and setting objectives for the year by staff members

7.Setting action plans, timelines, and organizing events by unit and staff as a whole

8.Implementing plans

9.Evaluating efforts and refocusing when necessary.

5. How were key actors involved?

Principals were designated as key change agents in the renewal process because of their influence and daily presence in the unit where change occurs-the school. As "middle managers" they interacted with and/or were influenced by: (a) the Alberta Catholic School Trustees' Association (ACSTA), School Boards and Central Office staff, (b) the community in the form of priests, parents, students, Catholic organizations, Catholic media, and (c) the school staff and religious consultants.

The Blueprints Conferences, sponsored by the ACSTA created awareness of a faith dimension for Catholic schools and provided the Mission Statement, the Gospel-centered and Faith community models, the process, and the resources necessary to enable principals to begin a process that would build Catholic identity and respond to the needs of the Catholic communities.

School Board members and Central Office staff gave evident support to their principals by sponsorship at Blueprints Conferences, non-monetary leadership in the form of adopting the Mission Statement or a modification of the Mission Statement as the philosophy of the school district, and encouraging the Blueprint model. In larger districts, the network of Central Office staff played a great role in communication of the innovation as there were less direct channels of communication to principals. In only a few reported cases, School Boards did not agree with the Blueprints concept, sponsor conference participants, or adopt the Mission Statement in a formal way.

Key actors in the community were identified generally as Parish (and Council), larger Catholic Community, parents (and Parent Advisory Committee), and the Catholic media. The forms of evident support they gave to principals were perceived as non-monetary support in the form of "pastoral", school volunteers, attendance at liturgies and bible study, support activities, encouragement, and monetary support in the form of fund raising projects.

Non-Users responded less frequently to "evident community support" than Users and Non-Users gave less evidence than Users.

School staffs were the target population of the BPQ. Initial mixed reactions from teachers were reported from principals administering the BPQ. The BPQ involved a process which engaged teachers in decision-making on a "school-wide" basis which, principals reported, forced them to broaden perspectives from "classroom level". Staffs were forced to consider the faith dimension of a Catholic School and to decide on a direction the school might take to build identity. They were then asked to create action plans to meet their objectives. A 1981 Blueprints Conference participant described his/her experiences with the process as,

> "...being with a group of people, who you maybe disagreed with, but in the end coming up with a solution of the group."

Larger school districts were reported to have religious consultants. Their role was generally seen as supporting the principal in his/her role as implementor of renewal, and giving an extra thrust to religious education. All, except one respondent, praised the work of their religious consultant.

6. What key decisions were made?

Key decisions affecting the use of the BPQ primarily began with the district decision to sponsor the principal at a Blueprints Conference. In only a single case from Stratum I, did a principal report using the BPQ without attending a conference. Prior to using the BPQ, principals faced the questions of when and how to involve the staff in a renewal project, whether or not to use the BPQ, and how to use it, if favorable. The next decisions involved method of scoring, interpreting the results (who and how), and then translating goals to action. The final decisions addressed the areas of measuring the success of the effort, and knowing where to go next.

7. What resources were utilized to enhance the use of the BPQ?

The technological contributions of Blueprints were viewed as greatest in processes and information. Principals indicated the following as useful resources: Blueprints Conference report backs and handouts, the Blueprints Video "Blueprints-What's It All About?", and knowledge gained at the Conference.

8. What was the time frame of implementation strategies?

Principals' planning took into account a number of factors dealing primarily with staff members but also included resources, inservice, support from Central Office, and their own effectiveness as a communicator of the purposes of Blueprints. The principals that were presently using the BPQ reported their planning stage to range from a full day inservice, to one month, to 2-3 months, to one year.

Principals' interpreted "initial implementation" as 1 hour, 2-4 months, 1 year, and 3 years. The BPQ appeared to be most useful for a period of approximately 1 to 3 years.

9. What were some indicators of implementation success?

Principals set specific implementation goals such as "develop a school philosophy in accordance with the philosophy set out in the Mission Statement" meet action plans, and discuss objectives with Knights of Columbus, Catholic Womens' League, and Parish Council. While the accomplishment of the above goals would be measurable by completion of task, principals reported on-going observation of actions of staff, student relationships within the school community, and kinds of activities being planned.

The Levels of Use (LoU) of the BPQ showed 22 principals to have given a trial run to the BPQ and discontinued use for various reasons, 5 achieved routine use of the BPQ before discontinuing its use, and 3 had changed and adapted the BPQ in some way to achieve greater student impact before discontinuing.

Of the 7 presently using the BPQ, two principals indicated "Routine" (Level IVa) use of the instrument. Five others had adapted, refined or changed the instrument in some way (Levels IVb, V, and VI). Three of the 7 Users had varied the "use" of the BPQ by using it as a working document for their present school plan rather than as a questionnaire and were expected to remain as Present-Users by the study's definition of Present-User. The remaining 4 were expected to follow the pattern and discontinue use of the BPQ at some point in the future.

Of the 37 BPQ Users, 6 reported formal collaboration with colleagues who were different than those originally planning the renewal, for the purposes of using a broader experience base to determine greater impact of BPQ use on clients.

10. What were some school objectives resulting from the use of the BPQ? How were the objectives met?

Objectives generally addressed four areas:

1)Catholic Identity and Commitment-(a) commitment of the teaching ministry, (b) a greater visibility in the community,

2)Academic Excellence-(a) greater professionalism of teachers, and (b) planning and programming to better meet individual needs,

3)Caring-(a) school climate, (b) discipline, (c) (two-way) communication, and

4)Creativity-(a) promote school culture, (b) promote the culture of the community.

The following are some activities designed to meet Objective 1:

staff retreats, preparing a handbook of readings about teaching ministry, school masses and special devotions, displaying religious symbols in school, writing a school creed,

Objective 2:

viewing the Blueprints Video, Blueprint planning days, awards presentations, reading diagnostic programs, staff inservice on learning styles, attending Blueprints and SPICE Conferences,

Objective 3:

recognition of birthdays, teachers recognition, Parent Advisory Councils, student advisory program, school handbooks, and newsletters, teacher training in communication skills,

Objective 4:

potluck dinners, activity and dressup days, community cultural fair, school concerts.

11. How did pilot schools facilitate change?

Nine of the 12 pilot schools were included in the study. Pilot principals generally reported feeling a need for change. They piloted the BPQ in 1982 and 1983, to establish its validity as an instrument of assessment of the "staffs' Catholicity performance and achievements that found strengths and weaknesses." Pilot principals gave report backs on implementation efforts to the 1983 Blueprints Conference.

Pilot schools were selected at the 1981 conference and were hoped to serve as models in an adoption process in which a "cluster" of users change at approximately the same time (Schulz 1985 : 52).

12. What barriers to change arose during implementation? In what ways did principals deal with them?

12.1. Nature of the Blueprints Renewal- Many principals said their school renewal was too large a project. They felt the BPQ had given them an overwhelming amount of information that led to such problems as interpretation of results, failing to put enough structure on the project, burn out for staff members, and too much change, too fast.

Teacher attitude was another reported obstacle. Many staffs' initial reaction to the BPQ and the potential for change it represented was negative. Principals perceived teachers generally as not knowing what the BPQ meant, not generally understanding the meaning of many of the statements, nor seeing the relevance of the BPQ to their job.

While some principals communicated clear outcomes to the staff, others recognized an uncertainty of outcomes. In one case, the principal asked teachers to decide the outcomes they wanted to see for their school.

A number of principals also reacted to the implication that renewal was initiated with "Blueprints" when, in fact, they felt their schools were being constantly renewed.

12.2. The BPQ- Clarity of: a) items, and b) interpretation of aggregate profile caused problems during implementation. Principals who addressed the problems, said some items were ambiguous, presented in "sometimes convoluted statements." Principals indicated the summary report was

moderately problematic, which made establishing a starting point for action a difficult task.

12.3. Environment Within the School Organization- Principals perceived a general apprehension of teachers naturally associated with change. In five cases, however, teachers displayed negative reactions to the BPQ which the principals attributed to their previous experiences with change and/or change agents.

12.4. Environment Outside the School Organization- Principals noted: (a) the inconsistency of teachers' personal lives with their role as Catholic teacher, (b) a community pressure group, and (c) role overload as problems during implementation. The latter two factors were seen as main contributors to the discontinuance of use of the BPQ.

In order to deal with these problems, principals noted the following strategies. They adapted and modified items on the BPQ to make them more understandable or used the BPQ as a working document for their present school structure rather than as a questionnaire. They put structure on ideas through pre-planning and collaborating with others and they emphasized the importance of staff participation in the decision-making process. They offered teachers the opportunity to take ownership of the process and supported teachers' efforts to change. Principals also showed commitment to the process by attending Blueprints Conferences, planning provincial Blueprints or SPICE Conferences, continuing regular Blueprints sessions at staff meetings and inservice days. They modified, refined and integrated the use of the BPQ by: addressing sections of the BPQ singly, and collaborating with colleagues to better impact BPQ use on clients. They evaluated the process to indicate progress the school had made towards its goals.

13. In what ways did the Blueprints Conferences affect principals implementing renewal?

Principals generally had favorable comments towards Blueprints Conferences. One principals viewed it as a "reinspiration of Catholicism in schools." Principals gained in 2 major areas: "personal growth" and "professional strategies useful in initiating a growth process in members at their school."

Blueprints technological contributions were reported to be greatest in "processes and information." The key "process" conferences were reported as 1981 and 1983.

Principals who had been planners of provincial Blueprints or SPICE Conferences expressed positive effects on them resulting from the experience such as "personal raised expectations", "raised expectations of the teaching staff by the principal", and "servant leadership of the principal." They felt leadership shown by their planning of Provincial Conferences was noticed by the staff who in turn, showed interest in becoming more involved too.

Principals felt Blueprints was really "what people are", "their relationships", "a faith growth", "the way the school is." One principal predicted Blueprints to be a vehicle that would bring about "new Christian thinking; a new attitude."

14. How are principals measuring their schools' progress?

Principals used formal and informal methods to evaluate their schools' renewal. Staff assessments, objective updating, and district school evaluations were more formal methods. Two methods of informal evaluation were used: verbal communication and observation. Principals talked with staff, parents, parishoners. They noticed praise by visitors to their school, and a general support for further research projects. Principals observed actions, attitude change, and relationships of staff and students at school, and the vitality of the schools' programs.

Principals involved their staffs in the evaluation of the action plans and used their input to refocus direction, and set new goals and objectives for the next implementing time period.

A small percentage of principals objected to Question 14 asking why we would want to measure "God's work". One felt that , in this light, the "management by objective" strategies that were associated with Blueprints were not needed.

Research Question: What are the factors associated with change at the School Level?

Part A. What are the factors associated with adoption of change through the use of the BPQ at the school level?

Nine factors effecting the adoption process were identified from the data of the survey. Four appeared to have a strongly positive influence, and five presented barriers to adoption. Some factors were clusters that could be unpacked into specific factors.

A.1 Factors that Appeared to Facilitate Adoption of Change through the Use of the BPQ at the School Level

A.1.1. Support for Change by principals

A.1.2. Advocacy from School District

A.1.3. Advocacy from Roman Catholic Church as voiced by the Conference of Catholic Bishops of Alberta

A.1.4. Resources

A.1.5. Principals' Knowledge of Others and/or Support of Others

A.2 Factors that Appeared to Act as Barriers to Adoption of Change through the Use of the BPQ at the School Level

A.2.1. Lack of Communication

A.2.2. Lack of Resources

A.2.3. Principals' Perceived usefulness of the BPQ

A.2.4. Antecedent Conditions / Adoption Process

A.2.5. Lack of Evident Support by Others

Ten concluding statements relating specifically to the adoption phase of change were drawn from the data of the survey. The statements are as follows:

1. In a time span of seven years, Catholic Schools principals "knew of" the Blueprints Provincial process either by attending Provincial Conferences or through an informal network of Catholic Educators. It appeared, however, that attendance at a Provincial Blueprints Conference was necessary for principals to "know about" the details of its content, and that those details were necessary before principals would adopt the BPQ.
2. The BPQ was perceived to be advantageous, and used to a greater degree by principals in the "generally rural" (smaller) school districts of Strata III and IV where principals did not have access to the resources that would be available in a larger school system such as religious coordinators, workshops, materials.
3. "Association with the Provincial Blueprints process" tended to determine use of the BPQ.
4. "Adoption of the Blueprints innovation" was clustered over five years beginning in 1980, and "Adoption of the BPQ" was clustered primarily over three years beginning in the third year of the process at the provincial level.
5. Use of the BPQ was one of many ways renewal was implemented.
6. The decision to adopt an innovation by a school principal is based on many factors. Principals reported the main considerations to be "time available", "present commitment to innovation", "clarity of the innovation", "resources available for implementation", and "support that would be forthcoming from stakeholders."

7. Principals who used the BPQ tended to adopt the Blueprints "action plan " format to a large extent meaning they set implementation goals, made action plans with their staff, and evaluated the activities informally, and evaluated the activities formally at the year's end with their staff.

8. Pilot principals directly contributed to the change process by pre-testing the BPQ for its validity of "assessing staffs' Catholicity performance", giving "report backs" to the conferences, and acting, to some degree, as innovators.

9. Principal and teacher involvement in the adoption process at the district level did not appear to be very extensive, and teacher involvement in the "school level" decision to adopt the BPQ was reported by only a few principals.

Part B. What are the factors associated with implementation of change through the use of the BPQ at the School Level?

Eight factors appeared to facilitate the implementation process through the use of the BPQ at the school level, and eight factors appeared to inhibit it.

B.1. Factors that appeared to Facilitate the Implementation of change through the Use of the BPQ at the School Level

B.1.1 Awareness of potential for change / Need for change

B.1.2 Availability of funds / Support of District

B.1.3 Availability of Blueprints School Profile Questionnaire

B.1.4 Association with the Provincial Blueprints Process

B.1.5 Leadership at the School Level / Faith Commitment

B.1.6 Staff development / participation

B.1.7 Timeline and Information system

B.1.8 Support of Others

B.2. Factors that Appeared to Inhibit the Implementation of Change through the Use of the BPQ at the School Level

B.2.1 Clarity associated with the BPQ

B.2.2 Complexity / Scope of change

B.2.3 Adoption Process

B.2.4 Lack of Adequate Preparation for change

B.2.5 Lack of Resources

B.2.6 Antecedent Conditions

B.2.7 Lack of Evident Support by Others

B.2.8 Principal Movement

Twenty-four concluding statements related specifically to the implementation process at the "school level" were drawn from the data of the survey. They are:

1. "Principal planning for innovation" varied greatly. "Principal inservice", "principal experience", "knowledge of school district and community", "knowledge of staff", "skill in managing change" were identified as factors.
2. Greater association with the Provincial Blueprints Conference tended to increase the degree of use of the BPQ (only as far as evidence was reported by principals).
3. "Lesser experienced" principals (8 years or less) tended to attend Blueprints Conferences to a greater degree, use the BPQ to a greater degree, and make an effort to express interest in the process to a greater degree than did "more experienced" principals.
4. "Principal movement" was in most cases, a factor that negatively affected use of the BPQ in that it caused the possible discontinuance of use in the old school, and discontinuance or delay of use in the new school.
5. The BPQ was used in three discrete ways: a questionnaire, a checklist, and a "working document".
6. The BPQ was an "innovation bundle" comprised of innovation in process and content.

7. Use of the BPQ was a process of "micro-implementation" as described by the definition of "micro-implementation of (Federal) policy" which is a"school's response to 'carrying-out' local policy usually implying the need for local organizational change, and which is characterized by [some degree] of 'mutal adaptation' between the project and the organizational setting " (Berman 1978: 172, 176).
8. BPQ use involved a many-step implementation process at the "school level" which directed further implementation at the "classroom level."
9. Principals achieved a range of "levels of use" of the BPQ. "Use" ranged from "Non-Use" to "Renewal (changing or replacing)" the BPQ. Most Users of the BPQ gave the BPQ a trial run of one year but described themselves as Past-Users after 2 or 3 years had elapsed since administering the questionnaires to their staff. Principals who gave evidence of reaching the highest level "Renewal" either replaced the BPQ, or changed use in process only, not content.
10. Use of the BPQ ranged from one to four years with the majority between one and three years.
11. Principals showed evidence of change at the "school level" through use of the BPQ by showing their present school objectives that encompassed all aspects of school operations.
12. Discussion regarding outcomes of change varied among schools by: (1) identification or not, (2) the nature of the outcomes, (3) persons to identify them, and (4) the process of identifying them.
13. Project implementors faced problems emanating from the BPQ itself, and from the nature of change, and the nature of the renewal.
14. Principals were able to overcome some of the barriers associated with the BPQ, but in many cases, discontinued using the BPQ to use another approach.

15. Principals have developed their own meaning of Catholic School Renewal which often recognized the working of the "Holy Spirit."

16. Catholic principals, generally, accepted the new role of religious leader, and their role as "change agent". Many expressed a commitment to its processes, outcomes, and continuance.

17. In an innovation of "middle-out management", a principal's first directions of communication are downward and horizontal rather than upward.

18. Measurement of "religious renewal" was taking place but in varying degrees. Only a few principals reported "formal measures". Most measurement was informal. In many cases, principals and staffs were taking responsibility for evaluation.

19. There was a range in principals' experiences with "religious activities and orientations" at school. The range was attributed to the variance in resources among school districts and the number of years as principal in a district.

20. Principals with experience in religious renewal varied the use of the BPQ.

21. An innovation of "religious renewal" tended to be associated with leadership style of the principal.

22. Use of the BPQ tended to be a planning style adopted by the principal which was continued even though the BPQ was not actually being referred to.

23. "Informal collaboration" was taking place at the Blueprints Conferences and those Past-Users not reporting higher levels of use of the BPQ may have, in fact, passed through the levels before stopping use.

24. The decision to discontinue the use of the BPQ involved many factors. "Available time to the project" was perceived to be the greatest, but "other innovations", "teacher pressure", "lack of Central Office support", "clarity and usefulness of the BPQ", and "funds available" were reported.

General Conclusions

The BPQ was a "device for planning" used by 39 of 94 (39.4%) surveyed Catholic school principals which enabled them to make what one principal described as, "significant changes" in their schools. The BPQ generated initial direction for schools associated with the Blueprints process. It appeared to be a good way to: (a) create an awareness of the purpose and goals of Catholic education, (b) start a process that would draw teaching staffs into decision-making on a school-wide basis, and (c) provide a school analysis from which the direction and focus of school efforts could be drawn. The BPQ was seen to provide a comprehensive list of the areas relating to Catholic schooling. A large number of principals (22 of 37 or 59.5%) gave the BPQ a trial run of 1 year and the remaining 15 Users (40.5%) said they referred to its items and/or the aggregate profile for 2-3 years, and in a few cases, 4 years. "Use of the BPQ usually meant the completing of the questionnaire individually, finding an aggregate profile, and referring to the profile in the long and short range planning of the school. No principals in the survey administered the BPQ to their staffs more than one time. One Past-User noted that the information and process associated with the BPQ was always in "present planning" even though the questionnaire/aggregate profile was not specifically being referred to.

Use of the BPQ appeared to be least problematic when key implementors received preparation of some form which created in them a need for renewal in the school, and ultimately, created a need for renewal in members of the community. When the need, or favorable attitude toward change was perceived to be present at any point in the change process, it appeared to be a motivating factor. The BPQ also appeared to be most useful when those completing it, worked through its items in a process of clarification and understanding, adapting the innovation to the local setting. Its use, however, was limited in two ways: (1) the topics it addressed lacked the detail necessary to carry out projects

past the second and third years of development, and (2) the BPQ was perceived by key implementors as a "means of evaluation" and was not used at higher levels of use in many schools.

In terms of the change model, the BPQ appeared to be an implementation process in itself that bridged the subprocess of "initiation" to "classroom level" implementation. The successful implementation of the BPQ resulted in the formulation of priorities and objectives for the school which gave direction and guidance to the many short and long-term changes that would be attempted in practice.

Concluding Statements About the Factors Associated With Change at the School Level

In summary, thirteen concluding statements can be made regarding the factors associated with change at the school level.

1. There were a great number of factors associated with change at the school level. Some appeared to facilitate the change process, and others appeared to inhibit it. Some factors did not appear to work independently but seemed to interact with each other resulting in a complex situation. Factors in one phase of change appeared to interact with the factors of subsequent phases. Factors acted over a period of time. Some factors had both positive and negative effects.
2. Change appeared to be dependent on the context of the school attempting change and the time at which the change took place.
3. "Multiple realities" was a factor associated with change at the school level. Each individual viewed change from his/her own experiences and gave it personal meaning regarding such things as expectations, needs, roles, and commitments. Each unique situation was as much a reality for that implementor as common situations were for the many individuals reporting them.

4. "Accessibility of detailed information regarding the innovation" was necessary for the adoption of change at the school level.
5. "Scope of the innovation" seemed to be a barrier to change. It appeared that change attempted on a school-wide basis was complex and required much structure, time, and continuity.
6. "Leadership" at the Provincial, District, and School levels were factors associated with change at the school level. Commitment to the faith, commitment to the change process, knowledge of Catholic education and the change process, identification of the complexity of the change, skill and expertise in managing change, consistency, and continuity appeared to facilitate the micro-implementation of the innovation.
7. "Meaningful involvement" of implementors in each previous phase of the change appeared to make implementation less problematic.
8. "Principals' knowledge of antecedent conditions of the local setting prior to the adoption process" appeared to be an advantage.
9. "Clarity" and "depth of understanding of others' realities of change" were associated with change at the school level. As the purpose and goals of Catholic education became clearer, and the process of change developed, the apprehension associated with change faded.
10. "Planning" was associated with change at the school level. The more time given to planning, and the more prepared the principals reported themselves to be, the less problematic they reported implementation to be. In retrospect, some principals felt more emphasis on the planning phase would have been advantageous.
11. "Readiness/need felt" was associated with change at the school level. It involved "awareness of the scope of change", the "identification of needs", and the "belief

in the need for change". This factor appeared to have a strongly positive influence on implementation.

12. "Accessible resources" were associated with change at the school level. When needed resources such as time, funding, inservice, expert consultants, and materials, were available, implementation appeared to be facilitated.
13. "Evident support by relevant groups" was associated with change at the school level. When the support for change by the members of the School District, the school staff, provincial administrators/consultants, the parish, and the community were active and visible, implementation was less problematic.

Recommendations

Recommendations of the study are presented at the "school ", "school district", and "provincial" levels. They are based on the findings and conclusions of the present study. They are made to give change agents or potential change agents guidelines which may effect greater success in the process of change and specifically, the dominant subprocess of change - implementation.

1. Recommendations for persons about to become change agents at the School Level.

1.1 Attend conferences and inservice associated with the change on an on-going basis and acquire details of: (1) issues associated with the change, (2) processes involved in the change, (3) content and implications of the change, (4) resources available, and (5) resource personnel available.

1.2 Become familiar with the innovation and be prepared to adapt it to: (1) the need for change in the school, (2) the need for change in the community, (3) the relevance of the change to the school clientele, and (4) the immediate benefits of the change for the implementors and the required commitment, adjustment, and energy necessary to attain long-term outcomes.

1.3 Become familiar with the concepts and issues of educational change and use the factors associated with change in planning.

1.4 Become familiar with: (1) the staff members, (2) the School District personnel, (3) the parish team, (4) representatives of stakeholder groups, (5) the history of the School District, the parish, and the community, and (6) the characteristics of the community at present.

1.5 Plan a gradual change process which includes: (1) time for the preparation of the staff for the change, (2) establishing the goals of and proceeding with a trial run, (3) establishing long-term goals of the change, (4) establishing and adjusting goals of the major projects associated with the change as they develop in the second and third years of the change process, and (5) establishing measurement methods and responsibilities for evaluation of the change.

1.6 Work through the material resources of the innovation prior to their use with the staff in order to determine the kind of process that may be necessary for a meaningful introduction of the change to the staff. (This process may be time-consuming but will prove to be fruitful.)

1.7 Be involved in the change effort. Show your commitment to the change. Share your knowledge of the change. Express your personal views and your expectations.

1.8 Establish and emphasize a communication structure that will: (a) keep a record of the events of the change, (b) inform the staff and other stakeholders on a formal and on-going basis, and (c) receive feedback from staff and other stakeholders on a formal and informal on-going basis.

1.9 Secure commitment and outward support of the School District through monetary and non-monetary forms.

1.10 Secure resources and commitment from resource personnel associated with the change. Secure funds from other sources where they are available.

1.11 Evaluate the present time commitments of staff to innovation in the school, the number of innovations already in progress, and the importance of the change being considered in relation to the school operation before becoming committed to the change. Try to address the "meaning of change" from the teachers' perspective by considering their available time, energy, and potential for change. Try to establish the link between the change and "effective teaching."

1.12 Attend meetings of the key stakeholders on an on-going basis to listen to the needs of their members and to inform them of the changes in the school to date.

1.13 Work with the parish priest or parish team. Obtain (their) advice and expertise in preparing the liturgical structure of each school year (prior to the opening of the new school year). Identify roles, commitments, needs, and expectations of those concerned with teaching from within the church structure and the school structure.

1.14 Collaborate with local colleagues for greater benefit to the student clientele in terms of "vision" for the future of the school based on a community perspective.

2. Recommendations for persons about to become change agents at the School District Level.

2.1 Become familiar with the model of educational change and identify the subprocesses of change.

2.2 Identify key implementors of the change from the school and community and ensure they are involved in a meaningful way in each subprocess of the change.

2.3 Give evident support for the change in word and deed. Prepare a budget for on-going principal inservice, on-going staff inservice, resource personnel, resource

materials, and scheduled planning time for key implementors on an on-going basis. Be prepared to show commitment for the change in such ways as establishing a district philosophy, encouraging the Blueprint model in the schools, and periodically visiting the school to experience the changes.

2.4 Expect realistic (long-term) timelines of a minimum of two to three years for the change.

2.5 Check the availability, quality, and cost of resources associated with the change.

2.6 Identify the stakeholders of the change. Set up a structure to inform them of the perceived need for change, the local policy being considered, the expected method and timeline of implementation in the school, and the expected outcomes. Structure formal methods of receiving feedback from stakeholders on an on-going basis.

2.7 Encourage school-based administration to involve the greatest participation possible for decision-making at the school level during planning and implementation strategies of the change.

2.8 Ascertain a realistic picture of the principal as change agent by evaluating the potential for school leadership in terms of the biographical variables of "Years of experience as principal", "years as principal in present school", "time available for planning", "experience with a religious school renewal" and in terms of the leadership qualities of commitment to the faith and to the change process, "knowledge of Catholic education and the change process", and "skill in the management of change over a long time period."

3. Recommendations for persons about to become change agents at the Provincial Level.

3.1 Secure a list of all school-based administrators in the province and initially advertise the change project directly to them.

3.2 Find a central location in the province and secure a complex that has adequate conference facilities and overnight accommodation for a great majority of the target population.

3.3 If the conference accommodation of No. 3.2 is not available, then scale down the conference participation but describe to principals in the initial advertising the limits of conference participation and the method that will be used to secure the initial conference participant list and plans for subsequent conference lists. Stress in the advertising, that the experience of attending a Provincial Conference will be key to understanding the nature of the change and achieving the objectives of the Conference. Provide the Provincial contact, and the names of contact persons in the larger school districts.

3.4 Encourage a network of Provincial Catholic educators. Include publishers of periodicals that would find the change project to be newsworthy on a provincial, regional, and national basis.

3.5 Secure pilot principals in the early phase of the change project.

3.6 Establish a structure that will keep principals informed of the ever-growing literature associated with and emanating from the change project, and provide a means for them to obtain access to it.

3.7 Provide resource material for implementors at reasonable costs.

3.8 Provide resource personnel and the names of regional resource personnel for implementors.

3.9 In a change project at the provincial level that is itself a change "process", it may be necessary to include a session that specifically teaches or gives experience of "process" at every conference, or if not, videotape record the original sessions of "process" so new comers can share the valuable "process" experience.

3.10 Consider offering conference sessions or perhaps conferences keyed for "rural" or "urban" principals, and "elementary" or "secondary" principals.

3.11 Consider offering conference sessions addressing the specific problems faced by principals within the greater global concepts.

3.12 Consider offering conference sessions on the meaning of educational change and the management of change at the school level and at the school district level.

3.13 Encourage leadership from principals at the provincial level.

3.14 Encourage research on the change project.

Suggestions for Further Research

Ottaway's (1983) "Taxonomy of Change Agents" argues that in the change process, there are a number of different agents necessary to enable change on a large scale basis, and as one group of agents finish their task, another group takes up the task. Since the present study focused on the "school level", the progression of educational change would be to examine change at the "classroom level." Research at the "grass-roots" level is necessary to draw conclusions about the kinds of outcomes and extent of outcomes produced by local implementation of Catholic School Renewal.

Change outcomes have been identified from the literature by Fullan (1983: 77) as five different types measured "roughly from intermediate to long-term":

(1) degree of implementation or actual change by teachers,

(2) [teacher] attitude toward innovation,

(3) impact [benefit] on students or assessment of student learning, on teachers or professional development, on the organization as increased interaction or teaming,

(4) continuation [institutionalization] or incorporation in the budget, staffing and extent of durability of the change, and

(5) [teacher] attitude toward school improvement resulting from the experience of change.

"Measurement of outcomes" or "evaluation research" could be determined in these areas. Caution should be taken, however, to set criteria for measurement according to the intentions of project at the local level, and to take into account the factors associated with adoption and implementation that are particular to that school when finding what actual changes have occurred and the degree of achievement toward the goals of the change.

There exists at policy level, need to know how much fidelity to an innovation will be required as the innovation adapts to its users. Studying outcomes of change may provide information regarding the ideal components of the change, the acceptable components, and the variables that are considered as "out-of-bounds." Access to this type of information would give school boards and teaching staffs a checklist for the purposes of diagnosis, monitoring, and evaluating change efforts. In the educational setting, which relies heavily on staff development for behavioral change, knowledge of the components of change has implications for more effective staff development.

REFERENCES

Alberta Catholic School Trustees' Association
1981 Developing Blueprints for the Future: Registration Brochure for the Provincial Planning Conference. Edmonton: ACSTA.

Alberta Catholic School Trustees' Association
1982 Blueprints '82 Celebrating the Principalship: Conference Outcomes. Edmonton: ACSTA.

Alberta Catholic School Trustees' Association
1983 Blueprints '83: Mission Statement Profile Questionnaire. Edmonton: ACSTA.

Alberta Catholic School Trustees' Association
1985 Blueprints! What's it all about? A Blueprints Video Viewer's Guide. Edmonton: ACSTA.

Alberta Catholic School Trustees' Association
1986 The Alberta Catholic School Trustees' Association: Serving Catholic Education, an information brochure. Edmonton: ACSTA.

Abbott, Walter M, S.J., (Ed.)
1966 The Documents of Vatican II. New Jersey: New Century Publishers, Inc.

Bennis, Warren G.
1969 "Theory and Method in Applying Behavioral Science to Planned Organizational Change", in Bennis,W, Benne, K.D., and Chin R. (Eds.) The Planning of Change. Second Edition. New York: Holt, Rhinehart and Winston, Inc, pp.62-84.

Berman, Paul
1978 "The Study of Macro- and Micro-Implementation", Public Policy. 26 (2): 157-184.

Berman, Paul
1981 "Educational Change: An Implementation Paradigm", from R. Lehming and M. Kane, Improving Schools: What We Know. Beverly Hills: Sage.

Berman, Paul and Milbrey McLaughlin
1974 "Federal Programs Supporting Educational Change", Vol. 1: A Model of Educational Change. Santa Monica, California: Rand Corporation.

Berman, Paul, and Milbrey McLaughlin
1976 "Implementation of Educational Innovation", Educational Forum. 40 (3): 345-370.

Borg, Walter R. and Meredith Gall
1983 Educational Research: An Introduction. New York: Longman Inc.

Burger, John
1987 "Policy Implications of Blueprints: Future Forces Shaping Catholic Education", in Break a Leg! Blueprints Reader Vol. II: 47-51. Edmonton: ACSTA.

Charters, W. and Roland Pellegrin
1973 "Barriers to the Innovation Process: Four Case Studies of Differentiated Staffing", Educational Administrative Quarterly. 9 (1): 3-14.

Elmore, Richard, F.
1978 "Organizational Models of Social Program Implementation", Public Policy. 26 (2): 185- 228.

Fullan, Michael
1982 The Meaning of Educational Change. Toronto, Ontario: Institute for Studies in Education.

Fullan, Michael, and Alan Pomfret
1977 "Research on Curriculum and Instructional Implementation", Review of Educational Research. 47 (1): 335-397.

Gardner, John
1965 Self-Renewal: The Individual and the Innovative Society. New York: Harper and Row

Guzie, Tad
1983 "Overview: From Mission Statement to Blueprints '83", in Blueprints '83 Profiling and Building the Catholic Identity of Our Schools: Advance Readings Edmonton, Alberta: ACSTA.

Hall, Gene E. and Susan F. Loucks
1977a "Assessing and Facilitating the Implementation of Innovations: A New Approach", Educational Technology. 17 (Feb): 18-21.

Hall,Gene E. and Susan F. Loucks
1977b "A Developmental Model for Determining Whether the Treatment is Actually Implemented", American Educational Research Journal. 14 (3): 263-276.

Hall, Gene E., and Susan F. Loucks, and Beulan W. Newlove
1975a "Levels of Use of the Innovation: A Framework for Analyzing Innovation Adoption", Journal of Teacher Education. 26 (1): 52-54.

Hall, Gene E., Susan F. Loucks, and Beulah W. Newlove
1975b Measuring Levels of Use of the Innovation: A Manual for Trainers, Interviewers, and Raters. Austin, Texas: The University of Texas at Austin.

Hall, Gene E. and Susan F. Loucks
1981 "Program Definition and Adaptation: Implications for Inservice", Journal of Research and Development in Education. 14 (2): 46-57.

Himsl, Ralph
1987 "The School as an Agent of Change", in ACSTA Break a Leg!: Blueprints Reader. Volume II: 33. Edmonton: ACSTA.

Himsl, Ralph and Gerry Heck
1983 "Selecting the Pilot Schools", in ACSTA Blueprints '83 Profiling and Building the Catholic Identity of Our Schools: Advance Readings. Edmonton: ACSTA.

Katz, E., Martin Levin, and H. Hamilton
1963 "Traditions of Research on the Diffusion of Innovation", American Sociological Review, 28 (2): 237-252.

King, David
1980 Letter from Office of the Minister of Education to Mr. Frank Peta, President of the ACSTA. June 23.

Kritek, William J.
1976 Lessons from the Literature on Implementation", Educational Administration Quarterly, 12 (3): 86-102.

Laplante, Richard
1986 Personal Interview. November 12

Laplante, Richard
1988 Personal Interview. September 9

Levin, M.
1981 "Conditions Contributing to Effective Implementation and their Limits", Research in Public Policy Analysis and Management, 1: 65-111.

McLaughlin, Milbrey
1976 "Implementation as Mutual Adaption: Change in Classroom Organization." In W. Williams and R. Elmore (Eds.) Social Program Implementation, New York: Academic Press.

Miklos, Erwin
1982 "Principals as Leaders in the Process of Building Educational Institutions", in ACSTA, Blueprints '82 Celebrating the Principalship: Advance Readings, Edmonton: ACSTA.

Orlich, Donald C.
1978 Designing Sensible Surveys, Pleasantville, New York: Redgrave Publishing Company.

Ottaway, Richard N.
1983 "The Change Agent: A Taxonomy in Relation to the Change Process", Human Relations, 36 (1): 361-392.

Rigby, James
1984 Measuring Levels of Use of A Curriculum Innovation. Graduate level paper presented in Educational Administration 541: Planned Change in Educational Organizations, Fall Term.

Rogers, Everett M.
1962 Diffusion of Innovations. New York: The Free Press.

Schulz, Robert A.
1983 "Group Facilitators' Guidelines", in ACSTA Blueprints '83 Profiling and Building the Catholic Identity of Our Schools: Conference Outcomes. Edmonton, Alberta: ACSTA.

Schulz, Robert A.
1985 "Whext Blueprints?", in Visions for the Catholic School: Blueprints Reader. Volume 1: 51-58. Edmonton: ACSTA.

Tkach, Nicolas
1983 Alberta Catholic Schools: A Social History. Edmonton, Alberta: University of Alberta Printing Services Ltd.

Tosi, Henry L. and Stephen Carroll
1976 Management: Contingencies, Stucture, and Process. Chicago: St. Clair Press.

Williams, Walter, and Richard Elmore (Eds.)
1976 Social Program Implementation. New York: Academic Press.

APPENDIX A

MISSION STATEMENT

APPENDIX A

MISSION STATEMENT

THE MISSION STATEMENT

1. Jesus Christ came to reveal the true identity of humanity as a people saved from its sin of rejecting God - a people who can discover its full identity only by responding to God's voice. Any authentic concern for humanity then is profoundly religious, just as any authentic concern for religion is profoundly humanistic.

2. The work of the Christian Church is to help humanity discover its proper identity as called to God in Christ by the Spirit - a call demanding either rejection or acceptance.

3. Catholic schools exist as that dimension of the Church concerned with directing secular educational formation towards an encounter with this world of the sacred. This means providing an education that prepares the way of the Lord, that opens up secular learning to its relationship with God's saving call in Christ and in Christian history.

4. Catholic schools, then, help children learn about themselves and their world in relation to God - a relation embodied in the life and message of Christ Jesus and in the community bearing the name Christian. It follows that Catholic schools complement the formation which is ideally provided in Catholic homes and parishes: for inasmuch as it is the school that structures and teaches the wealth of human knowledge and practice, so it is the Catholic school that can best teach children to reflect on and celebrate the religious meaning of that knowledge and practice.

5. Accordingly, the Catholic school is needed, not just to provide classes specifically in religion and Christianity, but more importantly to set forth the world of the sciences and humanities in its relation to religion and Christianity.

6. Catholic schools cannot produce religious convictions or religious conversion, as this is a gift of love from God alone. But Catholic schools can and must provide a climate conducive to religious transformation, by encouraging children to express their religious convictions openly in a manner that unites thinking and feeling.

APPENDIX A (Continued)

7. To accomplish this, teachers in Catholic schools know and live the religious dimension of the secular world, if they are to communicate that dimension in the classroom. This does not mean, however, that the religious practice of teachers must be in all cases the governing norm of employment in Catholic schools. It is of even greater importance that the Catholic school nourish and promote authentic Christian living in its teachers. In turn, teachers are aware their educational ministry, already gives them an active role in Catholic parish life.

8. To meet the purpose of Catholic education in our own day, there is need of including the religious and Christian dimensions of humanity in teacher-training programs at universities and colleges, just as there is need of continuing religious education for teachers already in the schools.

9. Catholic education should be highly diversified, sensitive to the changing needs of various racial, ethnic, and economic groups. Every effort should be made to introduce community and neighborhood programs that embody the specifically Catholic dimension of childhood and adult education. The heritage and purpose of Catholic schools in Alberta should itself become a topic for discussion in school programs.

10. Catholic school administrators exercise a responsiblity, not only in relation to government policy-makers and to the Bishops of Alberta, but also in relation to Catholic parents and children. As educational leaders, administrators have the task of co-ordinating the many diverse tasks demanded by education, and of building community by infusing those tasks with a unifying Christian and Catholic vision.

* permission to copy was granted by the ACSTA on March 14, 1988

APPENDIX B

BLUEPRINTS SCHOOL PROFILE QUESTIONNAIRE

APPENDIX B

THE BLUEPRINTS SCHOOL PROFILE QUESTIONNAIRE

ALBERTA CATHOLIC SCHOOL TRUSTEES' ASSOCIATION
INSTRUCTIONS FOR
SCHOOL PROFILE QUESTIONNAIRE
REGARDING IMPLEMENTATION OF THE
MISSION STATEMENT

1. This questionnaire was developed and is distributed through the Alberta Catholic School Trustees' Association. It is to help Catholic School Staffs and school districts analyze their present, identify their priorities, and plan for the future mission and ministry of their schools.

2. It is part of the "Blueprints" process - Blueprints for the future of Catholic Schools in Alberta. This conference process is in its third year, and its participants are Alberta Catholic educators.

3. The questionnaire touches broad areas of concern, keyed to clauses in the Mission Statement. (The Mission Statement is an attempt to say what we're all about.) The questionnaire is **not** a statistical instrument for passing judgement on the quality of your school. It is an analytical tool for your use to assist **you.** Province-wide compilations will never be made without the wish of **all** Superintendents.

4. School staffs and/or district wide staffs can use this questionnaire in various ways; they would
   a. Collate their results in-house and deal with them locally; or
   b. Arrange to send anonymous tear-offs for computer compilation and printout to Dr. Bob Schulz, Faculty of Managment, University of Calgary, 2500 University Drive NW, Calgary, Alberta T2N 1N4. This service would have a nominal cost.

5. This questionnaire was piloted by 12 schools in preparation for the Blueprints '83 Conference. These 12 principals received printouts (preserving the anonymity of staff members) of their individual schools' results. They found them extremely valuable in identifying the priorities perceived by their staffs. We trust other staffs will find the questionnaire equally valuable, this year and perhaps for years to come.

INSTRUCTIONS REGARDING THE QUESTIONNAIRE

1. The top half of each page of the questionnaire contains a part of the Mission Statement—a long-run statement of the general purpose of the Catholic schools in Alberta. The related goals are also shown at the top of each page.

2. The bottom half of each page contains specific items related to your views about the specific items of the Mission Statement.

3. Read the top half of the page carefully.

4. Answer each question at the bottom of the page by circling the response that best describes how you see things.

5. In the space provided, check (✓) if the particular item is a high priority for your school.

6. If you feel unable to pass judgement on a particular item, simply insert a question mark, write "don't know", or leave the space blank.

7. Should you decide to use the reverse side of the back page for additional comments, identify the source of that comment by question number.

8. This questionnaire is only a starting point for the planning process. Give yourself ample time; but kindly return the completed summary sheet to your principal within 4 days.

APPENDIX B (Continued)

GENERAL GOALS INVOLVING CHRISTIAN PHILOSOPHY OF THE CATHOLIC SCHOOL SYSTEM

MISSION STATEMENT 1:

Jesus Christ came to reveal the true identity of humanity as a people saved from its sin of rejecting God—a people who can discover its full identity only by responding to God's voice. Any authentic concern for humanity then is profoundly religious, just as any authentic concern for religion is profoundly humanistic.

MISSION STATEMENT 2:

The work of the Christian Church is to help humanity discover its proper identity as called to God in Christ by the Spirit—a call demanding either rejection or acceptance.

MISSION STATEMENT 3:

Catholic schools exist as that dimension of the Church concerned with directing secular educational formation towards an encounter with this world of the sacred. This means providing an education that prepares the way of the Lord, that opens up secular learning to its relationships with God's saving call in Christ and in Christian history.

GOAL 1:

To develop theory and practice in our school system which reflects the uniqueness of the vision and philosophy of Catholic education.

GOAL 2:

To develop a province-wide broad-based philosophy which reflects the ACSTA mission statement.

PLEASE (CIRCLE) YOUR RESPONSE:

0 - NOT AT ALL
4 - VERY MUCH SO
✓ - IF A HIGH PRIORITY FOR YOU

1. I am familiar with the overall vision of the Second Vatican Council and the general directions which this Council has set for the church in today's world.	0	1	2	3	4	.....
2. Whatever subjects I teach, my teaching is part of the church's larger mission of evangelization.	0	1	2	3	4	.....
3. As a teacher, I operate on the conviction that the Catholic school has something distinctive to offer, right down to the classroom interaction with students.	0	1	2	3	4	.....
4. I am able to do an effective job of values education because I teach in a Catholic school.	0	1	2	3	4	.....
5. The atmosphere of my school is a happy one, reflecting Christian hope and joy.	0	1	2	3	4	.....
6. I plan and execute meaningful religious celebrations in my classroom.	0	1	2	3	4	.....
7. Liturgical celebrations which involve the entire school are planned in such a way that students are well prepared for the event.	0	1	2	3	4	.....
8. The staff is also well prepared for such celebrations.	0	1	2	3	4	.....
9. Advent (preparation for Christmas) and Lent (preparation for Easter) are noticeably special times in the life of my classroom.	0	1	2	3	4	.....
10. These seasons are also special times in the life of the school as a whole.	0	1	2	3	4	.....

APPENDIX B (Continued)

ENVIRONMENT OUTSIDE SCHOOL

MISSION STATEMENT 4:

Catholic schools, then, help children learn about themselves and their world in relation to God - a relation embodied in the life and message of Christ Jesus and in the community bearing the name Christian. It follows that Catholic schools complement the formation which is ideally provided in Catholic homes and parishes: for inasmuch as it is the school that structures and teaches the wealth of human knowledge and practice, so it is the Catholic school that can best teach children to reflect on and celebrate the religious meaning of that knowledge and practice.

MISSION STATEMENT 9:

Catholic education should be highly diversified, sensitive to the changing needs of various racial, ethnic, and economic groups. Every effort should be made to introduce community and neighbourhood programs that embody the specifically Catholic dimension of childhood and adult education. The heritage and purpose of Catholic schools in Alberta should itself become a topic for discussion in school programs.

GOAL 3:

To foster active faith development at all levels.

GOAL 4:

To make the Catholic school a visible Catholic institution and to improve our communication with the public.

PLEASE CIRCLE YOUR RESPONSE:

0 - NOT AT ALL
4 - VERY MUCH SO
✔ IF A HIGH PRIORITY FOR YOU

11. Parents tell me they are pleased with the care and concern shown to the students by the teachers at our school.	0	1	2	3	4	.....
12. In my school, we inform parents about the Catholic Christian philosphy of the school and the implications of that philosophy in the day-to-day conduct of our school.	0	1	2	3	4	.....
13. In my school, parents are involved as resources in the day-to-day operations of the school.	0	1	2	3	4	.....
14. In my school, parents are involved in long range planning (for example, advisory committees, school councils, etc.).	0	1	2	3	4	.....
15. As part of its religious education program, our school has activities that involve the students in service to the world outside the school.	0	1	2	3	4	.....
16. Adult education courses are available in our area for the continuing education of parents.	0	1	2	3	4	.....
17. My school teaches about the heritage, origins, history of the Catholic schools in Canada and Alberta, as a component of the social studies curriculum.	0	1	2	3	4	.....

APPENDIX B (Continued)

ENVIRONMENT INSIDE SCHOOL - PRINCIPAL/ADMINISTRATION RELATED

MISSION STATEMENT 5:

Accordingly, the Catholic school is needed, not just to provide classes specifically in religion and Christianity, but more importantly to set forth the world of the sciences and humanities in its relation to religion and Christianity.

MISSION STATEMENT 6:

Catholic schools cannot produce religious convictions or religious conversion, as this is a gift of love from God alone. But Catholic schools can and must provide a climate conducive to religious transformation, by encouraging colleagues and students to express their religious convictions openly in a manner that unites thinking and feeling.

MISSION STATEMENT 10:

Catholic school administrators exercise a responsibility, not only in relation to government policy-makers and to the Bishops of Alberta, but also in relation to Catholic parents and children. As educational leaders, administrators have the task of coordinating the many diverse tasks demanded by education, and of building community by infusing those tasks with a unifying Christian and Catholic vision.

GOAL 8:

To work towards the integration of the total community (school, church, home municipality) in order that all within the community are provided with the opportunity to grow to fullness in Christ.

PLEASE (CIRCLE) YOUR RESPONSE:

0 - NOT AT ALL
4 - VERY MUCH SO
✔ - IF A HIGH PRIORITY FOR YOU

18. My school offers programs or units which address current social issues from a Christian standpoint.	0	1	2	3	4	.....
19. The curriculum in my school is frequently reviewed to ensure that the values component is Christian in content.	0	1	2	3	4	.....
20. My school has specific activities that develop a sense of Christian community among the staff.	0	1	2	3	4	.....
21. My school has specific activities that develop a sense of Christian community among the students.	0	1	2	3	4	.....
22. The discipline in my school is based more on care and concern for one another than on systems of reward and punishment.	0	1	2	3	4	.....
23. New staff are given an orientation program on the goals of Catholic education, and follow-ups are provided occasionally during the year.	0	1	2	3	4	.....
24. The administrators in my school show leadership in planning for the future.	0	1	2	3	4	.....
25. The trustees in my school district show leadership in planning for the future and making change possible.	0	1	2	3	4	.....
26. In my school, the pastor (and/or parish ministers) contribute in an effective way to the life of the school.	0	1	2	3	4	.....

APPENDIX B (Continued)

ENVIRONMENT INSIDE SCHOOL - TEACHER AND STUDENT RELATED

MISSION STATEMENT 7:

To accomplish this, teachers in Catholic schools know and live the religious dimension of the secular world, if they are to communicate that dimension in the classroom. This does not mean, however, that the religious practice of teachers must be in all cases the governing norm of employment in Catholic schools. It is of even greater importance that the Catholic school nourish and promote authentic Christian living in its teachers. In turn, teachers are aware their educational ministry already gives them an active role in Catholic parish life.

MISSION STATEMENT 8:

To meet the purpose of Catholic education in our own day, there is need of including the religious and Christian dimensions of humanity in teacher-training programs at universities and colleges, just as there is a need of continuing religious education for teachers already in the schools.

GOAL 5:

To expect all teachers to be witness to the message of Christ and to support the goals of the school district.

GOAL 6:

To initiate professional development programs for teachers in religious education and personal faith development.

GOAL 7:

To foster a student/child centered program of education.

PLEASE CIRCLE YOUR RESPONSE:

0 - NOT AT ALL
4 - VERY MUCH SO
✔ IF A HIGH PRIORITY FOR YOU

27. As a teacher, I encourage students by explanation and by example to live the lessons taught in the Sunday scripture readings.	0	1	2	3	4	.....
28. The religion program in my school seeks a balance between information about religion and formation in Christian living.	0	1	2	3	4	.....
29. In-service courses in Christian thought and religious education are regularly available to teachers in our district.	0	1	2	3	4	.....
30. As a teacher, I consider myself qualified to study up on and speak with authority about the teachings of the Catholic church.	0	1	2	3	4	.....
31. All of the students in my school should be required to participate in the religious education program.	0	1	2	3	4	.....
32. In my school, I feel comfortable expressing a difference of opinion.	0	1	2	3	4	.....
33. As a teacher, I aim to impart certain values of the Gospel to my students, and I examine my teaching practices for consistency with this ethic.	0	1	2	3	4	.....
34. In my opinion, the religious practice of teachers need not in all cases be the governing norm for employment in Catholic schools. It is of even greater importance that the Catholic school nourish and promote authentic Christian living in its teachers.	0	1	2	3	4	.....
35. The spiritual development of the staff is important in my school, and staff activities are regularly provided to foster such development.	0	1	2	3	4	.....
36. Students, individually or in groups, show concrete evidence of fitting into roles of leadership in the Catholic community.	0	1	2	3	4	.....

APPENDIX B (Continued)

CONCLUDING INSTRUCTIONS

GRADE: K-3 ☐ 4-6 ☐ 7-9 ☐ 10-12 ☐ Other .....

1. Rewrite your responses to each statement in the space below. Circle any item which has a high priority for you.

1.	10.	19.	28. .....
2.	11.	20.	29. .....
3.	12.	21.	30. .....
4.	13.	22.	31. .....
5.	14.	23.	32. .....
6.	15.	24.	33. .....
7.	16.	25.	34. .....
8.	17.	26.	35. .....
9.	18.	27.	36. .....

2. Of the items you have checked as priorities for you, write the questionnaire numbers of half a dozen statements which point to weaknesses that ought to be addressed as soon as possible in your school.

☐ ☐ ☐ ☐ ☐ ☐ ☐

3. Of the items you have just identified, what is the questionnaire number of the one item you consider as a most immediate priority for your school?

☐

4. If you wish, say something more about your choice of the most immediate priority.

5. Is there something which you consider to be a more important priority than any of the items in this questionnaire? If so, please comment.

6. Any other comments?

7. Keep your questionnaire and return only this sheet.

71083 05 01

APPENDIX C

QUESTIONNAIRE: CATHOLIC SCHOOL RENEWAL

AND

INTERVIEW SCHEDULE

STUDY'S QUESTIONNAIRE: CATHOLIC SCHOOL RENEWAL AND THE INTERVIEW SCHEDULE

CATHOLIC SCHOOL RENEWAL QUESTIONNAIRE

□□□

TO THE PRINCIPAL:

When answering this questionnaire, please refer only to your current school as well as you are able. This is requested to avoid duplication of schools being reported on, due to Principal movement in the last three years.

Please read the following instructions carefully before proceeding to complete the questionnaire.

A. This is a five-part "filter" questionnaire meaning only some sections and parts of other sections will pertain to you. Especially note the **"Go To"** signal which indicates the next item to turn to before proceeding.

B. Many of the questions are constructed to enable the researcher to quantify the cumulative responses from all those who are asked to complete the questionnaire. Others are open-ended and will require a written response. To avoid being misquoted, remember to write legibly.

C. A space for "Other Factors" and/or "Comments" has been provided intermittently. Please record your opinions and insights as these will give necessary clues to the factors that have affected implementation.

D. Section IV, the last page of the questionnaire, has space for your written comments should you wish to express thoughts which have not arisen in the specific items. I would appreciate any comments you would like to make.

E. A card has been enclosed with an optional request item for a possible follow-up interview. I plan to hold a few personal interviews after initial data collection. Sign and date the response form, mailing it in the small return envelopes, if you would like to contribute more detailed information on any item this study has dealt with.

F. Contents of the Questionnaire:

1. Instructions and Definitions
2. SECTION I Biographical Data (ALL RESPOND)
3. SECTION II FILTER (ALL RESPOND)
   filter questions to find: Blueprints Users
   Past Users
   Non-Users
   Section IIa Non-Users
   Section IIb Past Users
4. SECTION III Users of the Blueprints Profile Questionnaire
   Section IIIa Collaborators
5. SECTION IV Further Comments

DEFINITIONS

1. Adoption- the decision by someone or some group for whatever reasons to initiate or promote certain programs or direction of change.

2. Implementation- the process of putting into practise an idea, a program, or a set of activities new to people attempting or expected to change.

3. Innovation- any practice new to the person attempting to cope with an educational problem.

4. Blueprints for Future Catholic Schools- an innovation for excellence in Catholic Schooling originating as an ACSTA sponsored project beginning in 1980, in which a process of Catholic School Renewal was initiated and promoted.

5. Blueprints School Profile Questionnaire- tool developed by Blueprints Provincial Planners to facilitate the process of Catholic School renewal in schools. It will be referred to as the Blueprints Profile Questionnaire.

6. Factor- an element, condition, quality, etc. that helps to bring about a result.

7. Blueprints Questionnaire Users- one who is currently making reference to the items of the Blueprints Profile Questionniare and acting

upon them to plan long and short range plans for school goals and objectives.

8. Pilot School- school volunteered by the Superintendent and Principal to use the Blueprints Profile Questionnaire with the staff, in the early months of 1983. Many provided feedback at the 1983 Blueprints Conference in Calgary.

9. Renewal process-a process by which the purpose of the organization is examined and the philosophy and practice are brought into line with the purpose.

For Computer Use Only

4

SECTION I: General Data .... (All Respond) ____1

In the following items, circle the number preceding the category(ies) which best describes your situation. 1 - 4

1. Type of Catholic School District in which you are a member :
   1. Catholic Separate School District
   2. Catholic Public School District 5

2. Grades of your present school.

   K 1 2 3 4 5 6 7 8 9 10 11 12 Other_____(please specify) 6 - 19

3. Your present age.
   1. 24 or less
   2. 25-30
   3. 31-35
   4. 36-40
   5. 41-45
   6. 46-50 20
   7. 51-55
   8. 56 and over

4. Provincial Blueprints Conferences you have attended (in part or in full).
   1. 1981
   2. 1982
   3. 1983
   4. 1984 21
   5. 1985
   6. 1986

For the following items, give the requested information.

5. Number of Assistant Principals in your school_____ 22 - 23

6. Number of teachers in your school(include yourself and assistants) 24 - 25

7. Number of students in your school_____ 26 - 29

8. Number of years the school has been in operation_____ 30 - 31

9. Number of years experience as a Principal_____ 32 - 33

For Computer Use Only

10 Number of years you have been principal in the present school_____ 34 - 35

11. What types of support are evident for Blueprints School Renewal from

a) your School District: _____

_____

_____

_____

b) your Community: _____

_____

_____

_____

Circle the number preceeding the category that best applies to your situation and answer the questions where applicable.

12. Were you a pilot school for Blueprints Catholic School Questionnaire?(See definition of Pilot School)

1. yes — If response is yes,go To Item 13

2. no — Go Directly To Section II--Item 15 36

13. How did you become a pilot school?

In answering this question, identify the factors involved in becoming a pilot school and circle the amount of influence this factor had for your situation: L (Little), M (Moderate), C (Considerable), and G (Great).

a. Superintendent's suggestion	L	M	C	G	37
b. Superintendent's directive	L	M	C	G	38
c. You felt a need for renewal	L	M	C	G	39
d. You have had previous success with change at your school	L	M	C	G	40
e. Other_____	L	M	C	G	41

Comments_____

_____

_____

14. What were pilot schools' contributions toward the Blueprints process?

_____

_____

_____

Go To Section II -Item 15

For Computer Use Only

SECTION II: FILTER (ALL RESPOND)

Circle the number preceeding the category (ies) that best apply to your situation, and answer the questions where applicable.

15. Describe your present level of awareness regarding the Blueprints Profile Questionnaire. (See definition of Blueprints School Profile Ques.)

1. Not aware
2. Aware and not using it
3. Aware but not using it anymore
4. Aware but using other means to implement renewal
5. Aware and using the questionnaire
6. Other_____

42

Comments_____

_____

_____

16. Are you using the Blueprints Profile Questionnaire? (See definition of Questionnaire User)

1. yes (If you respond yes to Item 16, Go directly to Item 34-Sect. III)
2. no (If you respond no to Item 16, Go To Item 17)

43

17. Have you ever used the Blueprints Profile Questionnaire?

1. yes (If you respond yes to Item 17, Go directly to Item 22-Sect. IIb.)
2. no (If you respond no to Item 17, Go To Item18 on the next page.)

44

For Computer Use Only

Section IIa (Non-Users)

18. In your opinion, give the reasons why you did not use the Blueprints Profile Questionnaire?
In answering this question, identify the factors and show the amount of influence this factor had by circling L (Little), M (Moderate), C (Considerable), G (Great).

a. Lack of Communication of the innovation	L	M	C	G	45
b. Lack of support of Central Office	L	M	C	G	46
c. Lack of Resources	L	M	C	G	47
d. Clarity of the innovation	L	M	C	G	48
e. Time constraints	L	M	C	G	49
f. Other Innovations	L	M	C	G	50
g. Teacher Pressure	L	M	C	G	51
h. Community Pressure	L	M	C	G	52
i. Funds Available	L	M	C	G	53
J. Others_____	L	M	C	G	54
_____	L	M	C	G	55
_____	L	M	C	G	56

COMMENTS:(If there is information important to understanding the adoption process of planned educational change)

_____

_____

_____

_____

_____

_____

_____

19. If you are implementing renewal using a different innovative process and tool than the Blueprints Profile Questionnaire, please comment. (See definition of renewal process in Section I)

_____

_____

_____

_____

_____

_____

_____

_____

For Computer Use Only

8

20. Have you decided to use the Blueprints Profile Questionnaire and set a date to begin?

1. yes (WHEN_____) 2. no

57

COMMENTS:_____

21. Are your currently looking for information about Blueprints for Future Catholic Schools?

1. yes 2. no

58

COMMENTS:_____

SECTION IV HAS SPACE FOR FURTHER COMMENTS. IF THERE IS ANY AREA NOT ADDRESSED THAT YOU FEEL IS IMPORTANT TO UNDERSTANDING THE ADOPTION AND IMPLEMENTATION OF RENEWAL, PLEASE COMMENT.

THERE IS A CARD AND ENVELOPE ENCLOSED SHOULD YOU CONSENT TO HAVING AN INTERVIEW.

END. PLEASE RETURN THIS QUESTIONNAIRE TO ME IN THE SELF-ADDRESSED ENVELOPE I HAVE ENCLOSED.

THANKYOU FOR YOUR TIME AND COMMENTS ON THIS MATTER.

SINCERELY,

Janice MacIntyre

For Computer Use Only

SECTION IIb (Past Users)

22. Is the present school the one in which you implemented renewal? (See definition of renewal process in Section I)

1. yes 2. no 59

If no, please comment as it applies to your situation.

_____

_____

_____

_____

_____

23.a) In what year did you adopt and begin implementation of a renewal process?_____

b) When did you use the Blueprints Profile Questionnaire?

_____

c) Did the Questionnaire facilitate the process? If so, how?_____

_____

_____

_____

24. Why did you stop using the Questionnaire?

In answering this question, identify the factors and show the amount of influence this factor had by circling: L (Little), M (Moderate), C (Considerable), G (Great).

a. Usefulness of the innovation	L	M	C	G	60
b. Support of Central Office	L	M	C	G	61
c. Lack of Resources	L	M	C	G	62
d. Clarity of the innovation	L	M	C	G	63
e. Time constraints	L	M	C	G	64
f. Other Innovations	L	M	C	G	65
g. Teacher Pressure	L	M	C	G	66
h. Community Pressure	L	M	C	G	67
i. Funds Available	L	M	C	G	68
j. Others_____	L	M	C	G	69
_____	L	M	C	G	70

cnt. next page

For Computer Use Only

COMMENTS:

25. Why did you use the Blueprints Profile Questionnaire?

26. What planning factors were involved in the use?

27. Sequence the events especially if one was necessary for the next to occur.

Give the approximate length of time for the initial implementation

28. What problems did you find in using the Blueprints Profile Questionnaire?

In answering this question, identify the problems you encountered and circle the amount of influence this factor had: L (Little), M (Moderate), C (Considerable), G (Great).

a. Clarity	L	M	C	G	71
b. Deciding on a starting point	L	M	C	G	72
c. Too large a project	L	M	C	G	73
d. Pertinence to the questions	L	M	C	G	74
e. Rating Scale	L	M	C	G	75
f. Summaries	L	M	C	G	76
g. Ambiguity of items	L	M	C	G	77
h. Others	L	M	C	G	78

COMMENTS

For Computer Use Only

29. What effects did the first experience with the Blueprints Profile Questionnaire have on you?

30. a) What effects did you perceive it to have on the teachers?

b) Did that reaction change over time?

31. When you assess the Questionnaire now, what do you see as the strengths and weaknesses for you?

32 How are you measuring your school's renewal process?

33. If you were using the Blueprints School Profile Questionnaire again, what would you do differently?

SECTION IV HAS SPACE FOR FURTHER COMMENTS. IF THERE IS ANY AREA NOT ADDRESSED THAT YOU FEEL IS IMPORTANT TO UNDERSTANDING THE ADOPTION AND IMPLEMENTATION OF RENEWAL, PLEASE COMMENT.

THERE IS A CARD AND ENVELOPE ENCLOSED SHOULD YOU CONSENT TO HAVING AN INTERVIEW.

END. PLEASE RETURN THIS QUESTIONNAIRE TO ME IN THE SELF-ADDRESSED ENVELOPE I HAVE ENCLOSED.

THANKYOU FOR YOUR TIME AND COMMENTS ON THIS MATTER.

SINCERELY,

Janice MacIntyre

189

12

For Computer Use Only

_ _ _ 2

1 - 4

SECTION III (Users)

Circle the number(s) of your appropriate response(s).

34. Is the present school the one in which you implemented renewal?(See definition of renewal process in Section One)

1. yes 2. no 5

If no, please comment as it applies to your situation.

_____

_____

_____

_____

_____

35. How did you first learn about the Catholic School renewal process called Blueprints for Future Catholic Schools?(See definition of renewal process in Section One)

1. School Board Member
2. Superintendent
3. Principal of a nearby school
4. Blueprints Conference Materials
5. Others_____

6

_____

36 a) When was the Board decision to adopt the ACSTA Mission Statement or modification?

Year_____ Month_____

7 - 10

b) When did you first adopt and implement a renewal process in the school?(Some renewals were not started with the Questionnaires)

_____

_____

37. How did you first learn about the Blueprints Profile Questionnaire?

1. School Board Member
2. Superintendent
3. Principal of a nearby school
4. Blueprints Conference-(give year)_____
5. Others_____

11

_____

COMMENTS REGARDING 35, 36, or 37._____

_____

_____

_____

For Computer Use Only

38. What, in your opinion, were the reasons for the decision to use the Blueprints Profile Questionnaire in your school?

1. School Board decision
2. Superintendent's suggestion
3. A nearby school principal's suggestion
4. ACSTA mailed some to you
5. You felt a need for such renewal and this seemed a useful tool
6. Others_____

12

Comments_____

_____

_____

39 When did you receive the Questionnaires? Year_____Month_____ 13 - 16

From whom?_____

40. What planning and/or preparation did you do prior to the use of the Questionnaires?_____

_____

_____

_____

_____

_____

Give the approximate length of time this took._____

41. When did you first use the Questionnaires? Year_____Month_____ 17 - 20

42. What do you see as the strengths of using the Questionnaire?

In answering this question, identify the strengths and circle the amount of influence each strength had: L (Little), M (Moderate), C (Considerable), G (Great).

1. Concrete starting point	L	M	C	G	21
2. Increased awareness	L	M	C	G	22
3. Identification of needs	L	M	C	G	23
4. Others_____	L	M	C	G	24
_____	L	M	C	G	25
_____	L	M	C	G	26

Comments_____

_____

_____

_____

_____

_____

For Computer Use Only

43. What do you see as the weaknesses of the Questionnaire? Circle the amount of influence each weakness had: L (Little), M (Moderate), C (Considerable), G (Great).

1. Double-barrrelled questions	L	M	C	G	27
2. Too much information	L	M	C	G	28
3. Not enough explanation to users	L	M	C	G	29
4. No indication of Central Office support	L	M	C	G	30
5. Pertinence of the questions	L	M	C	G	31
6. Rating Scale (0-4)	L	M	C	G	32
7. "Priority" indicators	L	M	C	G	33
8. Ambiguity of questions	L	M	C	G	34
9. Others_____	L	M	C	G	35
_____	L	M	C	G	36

COMMENTS REGARDING 42, 43._____

_____

_____

_____

_____

44. Did you deal with the weaknesses in anyway? If so, explain._____

_____

_____

_____

45. On a scale of 4, 4 being excellent and 1 being poor, rate the usefulness of the Questionnaire. 1 2 3 4 37

46. What other sources of information did you use in conjunction with the Blueprints Profile Questionnaire? Rate the usefulness, 4 being excellent and 1 being poor.

1. Blueprints Video "What's It All About?"	1	2	3	4	38
2. Conference report backs	1	2	3	4	39
3. School Board questionnaire results	1	2	3	4	40
4...Others_____	1	2	3	4	41
5. _____	1	2	3	4	42

COMMENTS_____

_____

_____

_____

_____

_____

_____

For Compute Use Onl

47. Who did you talk to about the Questionnaire?

Rate the frequency: L (Low), M (Moderate), C (Considerable), G (Great).

1. School Board Members	L	M	C	G	43
2. Superintendent	L	M	C	G	44
3. Principal of a nearby school	L	M	C	G	45
4. ACSTA	L	M	C	G	46
5. Members you met at Blueprints Conference	L	M	C	G	47
6. Vice-Principal	L	M	C	G	48
7. Staff Members	L	M	C	G	49
8. Local Pastor	L	M	C	G	50
9. Others_____	L	M	C	G	51

48. What would be typical of these discussions?_____

49. What implementation goals did you set?_____

50. Why did you use the Blueprints Profile Questionnaire? _____

51. What planning factors were involved in the use?_____

52. Sequence the events especially if one event was necessary for the next to occur. _____

Give approximate length of time for initial implementation_____

For Computer Use Only

53. What evaluation did you do during implementation?

54. What immediate feedback did you get from the teachers regarding the Questionnaire results?

55. What feedback did you get from teachers, formally or informally, as the process developed? Did you notice any change?

56. What did you do with the information from the Blueprints Questionnaires?

57. Have you ever changed the way you used the Questionnaire or its results?

1. yes
(Go to item 59- next page, and proceed)

2. no
(Go to item 58, and proceed)

52

58.. Are you considering making any changes?

(Go to item 61.)

For Computer Use Only

59. If yes, what would they be?_____

60. Why would you make the changes?

61. What plans did you make for this year in relation to your use of the Questionnaire?_____

62. How are you measuring your school's renewal process?_____

63 If you were using the Blueprints School Profile Questionnaire again, what would you do differently?_____

64. Are you collaborating with others(<u>outside of anyone you worked with in the beginning</u>) to implement changes from the use of the Questionnaire?

1. yes
(If response to Item 64 is yes, answer Items 65-71 <u>then</u> turn to Section IV)

2. no
(If response to Item 64 is no, you have completed SectionIII, turn to Section IV)

53

For Computer Use Only

SECTION IIIa (Collaborators)

65. Are you, at this time, considering or planning to make major modifications to, or replace the Questionnaire?_____

66. How frequently does the qroup work together?(See Item 64)

67. What do you see as the strengths of this collaboration?_____

68. What are the weaknesses of this collaboration?_____

69. Comment on the kind of information you share in the collaboration._____

70. What are the indicators of success or failure of the collaboration._____

71. What does this group plan to do in the future?_____

Go to Section IV

SECTION IV **FURTHER COMMENTS**

Please comment further on any area that you feel is important to understanding the change process. (Possibly the influence of your latest University training, or how you were personally affected by your role in the Blueprints process.)

THIS IS THE FINAL SECTION OF THE QUESTIONNAIRE. THANKYOU FOR YOUR TIME AND INPUT. PLEASE CONSIDER THE POSSIBILITY OF AN INTERVIEW, IF SO, FILL OUT THE ENCLOSED FORM AND RETURN IT TO ME INDEPENDENTLY OF YOUR QUESTIONNAIRE.

PUT THE QUESTIONNAIRE IN THE ENCLOSED ENVELOPE AND RETURN IT TO ME AS SOON AS POSSIBLE.

Yours sincerely,

Janice MacIntyre

APPENDIX C (Continued)

INTERVIEW SCHEDULE
FOR CATHOLIC SCHOOL RENEWAL

1. Briefly describe your District's administrative group by:
   size, (ie. number of superintendents, principals, vice or assistant prs.)
   opportunities for interaction (weekly, monthly)
   support (help) you receive from personnel,meetings, and A-V resources,
   time spent with Superintendent on a weekly, monthly basis
   success with innovative attempts

2. a) How did you describe your User status on the Catholic Renewal
   Questionnaire? __Non-User __Past-User __Present-User

3. To what extent were you involved in the decision to adopt:
   a) Blueprints in your school
   b) Blueprints School Profile Questionnaire (BPQ) in your school?

4. Principals stated reasons for the use of the BPQ as giving direction,
   priorities, and objectives to their school's renewal. Briefly descibe
   these as they relate to your school.

5. What action was actually implemented at your school. How was it
   related to the results of the BPQ? Were some activites for staff only,
   for students only, for the whole community?

6. The Blueprints Conferences appear to be a significant factor in this
   change process. What Provincial Blueprints Conferences have you
   attended?
   81 82 83 84 85 86 87

7. How did the conferences prepare you for the implementation of a
   renewal in terms of:
   a) task (activities carried out in the organization)
   b) structure (lines of authority, lines of communication, division of
   labor)
   c) people (selection, training, placement, relationships, attitudes, roles)
   d) technology (processes, equipment, information)

8. What were the desired outcomes you communicated to your staff:
   a) for staff members, and
   b) for students?

9. If you worked on a Provincial Blueprints Conference Planning Committee,
   how did it affect your perception of the results of Blueprints or the BPQ
   in your school?

APPENDIX D

"STAGES OF CONCERN"

AND

"LEVELS OF USE OF AN INNOVATION"

APPENDIX D

Summary of the "Stages of Concern" (SoC) and the "Levels of Use of an Innovation" (LoU) of the Concerns Based Adoption Model

The following summaries were drawn from the research of Gene Hall et al. on the Concerns Based Adoption Model (1973) at the Research and Development Center for Teacher Education at the University of Texas at Austin. Because copyright permission was not sought, the models have not been photocopied. Articles are, however, cited in which further information about the concepts can be found.

"Stages of Concern"

Concerns are thought to progress from self (stages 0,1, and 2) to task (stage 3) to impact (stages 4, 5, and 6). The "Stages of Concern" model shows the 7 stages of "typical expressions of concern about an innovation" through which a user of innovation is thought to progress along.

Stage of Concern	Expression of Concern
6. Refocusing	I have some ideas about something that would work even better.
5. Collaboration	I am concerned about relating what I am doing with what other instructors are doing.
4. Consequence	How is my use affecting my clientele?
3. Management	I seem to be spending all mt time in getting material ready.
2. Personal	How will using it affect me?
1. Informational	I would like to know more about it.
0. Awareness	I am not concerned about the innovation.

APPENDIX D (Continued)

References for SoC

Hall, G. E. and W. Rutherford
1976 "Concerns of teachers about implementing team teaching", Educational Leadership, 34 (3): 227-233.

Hall, G. E. and Susan Loucks
1977 "Assessing and Facilitating the Implementation of Innovations: A new Approach", Educational Technology, 17 (Feb): 18-21.

Hall, G.E. and Susan Loucks
1978 "Teacher concerns as a basis for facilitating and personalizing staff development", Teachers College Record, 80 (1): 36-53.

"Levels of Use of an Innovation"

There are thought to be 8 stages of typical user behavior related to use of an innovation. Between each level is a distinct decision point that limits the range of behaviors. The 8 stages progress from behavior related to orienting, to managing, and finally to integrating. Behavior and concerns were sequenced in the following way:

Concerns about the Innovation	Use of the Innovation
Impact	Integrating
↑	↑
Task	Managing
↑	↑
Self	Orienting

Within each level of use, seven categories of "evidence of behaviors" enable a researcher to determine (with a high degree of accuracy), the placement of a user. Evidence is given for the categories of knowledge, acquiring information, sharing, assessing, planning, status reporting, and performing.

APPENDIX D (Continued)

Level of Use	Behavioral Indices of Level
VI Renewal	The user is seeking more effective alternatives to the established use of the innovation.
V Integration	The user is making deliberate efforts to coordinate with others in using the innovation.
IVb Refinement	The user is making changes to increase outcomes.
IVa Routine	The user is making few or no changes and has an established pattern of use.
III Mechanical Use	The user is using the innovation in a poorly coordinated manner and is making user-oriented changes.
II Preparation	The user is preparing to use the innovation.
I Orientation	The user is seeking out information about the innovation.
0 Nonuse	No action is being taken with respect to the innovation.

References for LoU

Hall, G.E., Susan Loucks, and B. Newlove
1975 Measuring Levels of Use of the Innovation: A Manual for Trainers, Interviewers, and Raters. Austin, Texas: The University of Texas at Austin.

Hall, G.E., Susan Loucks, W. Rutherford, and B. Newlove
1975 "Levels of use of the innovation: A framework to analyzing innovation adoption", The Journal of Teacher Education, 24 (1): 52-56.

Hall, G.E., and Susan Loucks
1977 "A Developmental Model for Determining Whether the Treatment is Implemented", American Educational Research Journal, 14 (3): 263-276.

Hall, G.E., and Susan Loucks
1977 "Assessing and Facilitating the Implementation of Innovations: A New Approach", Educational Technology, 17 (Feb): 18-21.

APPENDIX E

CORRESPONDENCE
(Letters)

APPENDIX E

CORRESPONDENCE
(LETTERS)

Box 2147,
Westlock, Alberta
T0G 2L0
August 28, 1986.

Dear Sir:

In order to fulfill the requirements for my Master's Degree at the U. of A. I must complete a major individual research project. In accordance with the thesis proposal that was submitted to, and approved by the ACSTA, it is my hope to pursue research which examines the factors associated with the introduction of a change in philosophy and practice in Catholic Schools of Alberta as facilitated by the Blueprints Profile Questionnaire of the ACSTA. The research will be a case study in which a description of the adoption and implementation of the change will be generated. The study will not evaluate the outcomes of implementation. Respondents do not have to identify themselves specifically and all results will be reported anonymously and in cumulative form.

It is my intention to ask Alberta Catholic School Principals, a stratified sample, to complete a questionnaire. This letter is sent to request your permission to proceed with the project. I feel it is a good idea, and hope that you will encourage everyone involved to cooperate fully. I also hope that the results of the study will be of assistance to you in planning future changes and to the Blueprints planners for future conferences. This research may have great benefit for educators in other Canadian Provinces and Catholic Schools in the United States who are considering change.

Being able to proceed with my study as planned would be sincerely appreciated. I have been given approval to proceed with the research by my program advisor, Dr. D.A. MacKay, Dept. of Ed. Adm., pending your approval of my research work.

Please fill in the enclosed card and return it to me at your earliest convenience.

Should any further information or clarification on this matter be necessary, please contact me at 349-2098 or 349-3644.

Sincerely,

Janice MacIntyre

Box 2147,
Westlock, Alberta
T0G 2L0
September 15, 1986.

Edmonton Catholic School District
9807-106 St.
Edmonton, Alberta
T5K 1C2

Dear Sir:

In order to fulfill the requirements for my Master's Degree at the U. of A., I must complete a major individual research project. In accordance with the thesis proposal that was submitted to, and approved by the ACSTA, it is my hope to pursue research which examines the factors associated with the introduction of a change in philosophy and practice in Catholic Schools of Alberta as facilitated by the Blueprints Profile Questionnaire of the ACSTA. The research will be a case study in which a description of the adoption and implementation of the change will be generated. The study will not evaluate the outcomes of implementation. Respondents do not have to identify themselves specifically and all results will be reported anonymously and in cumulative form.

It is my intention to ask Alberta Catholic School Principals, a stratified sample, to complete a questionnaire. This letter is sent to inform you of my intention to request your permission to proceed with the project. I feel it is a good idea, and hope that if you decide in favor of the project you will encourage everyone involved to cooperate fully. I also hope that the results of the study will be of assistance to you in planning future changes and to the Blueprints planners for future conferences. This research may have great benefit for educators in other Canadian Provinces and Catholic Schools in the United States who are considering change.

An application for permission to proceed with my research will be sent to Field Services Branch, Faculty of Education, U, of A., pending acceptance by the Ethics Review Committee at the U. of A. Field Services will, in turn, be in contact with you regarding permission to proceed with this research project.

Being able to proceed with my study as planned would be sincerely appreciated. I have been given approval to proceed with the research by

my program advisor, Dr. D.A. MacKay, Dept. of Ed. Adm., pending your approval of my research work.

Should any further information or clarification on this matter be necessary, please contact me at 349-2098 or 349-3644.

Sincerely,

Janice MacIntyre

Box 2147,
Westlock, Alberta,
T0G 2L0,
November 10, 1986.

Dear Sir:

During the first week of September, I mailed the enclosed letter to all Catholic School Superintendents in the Province of Alberta. I requested from them permission to proceed with my research on the Blueprints for Future Catholic Schools renewal process.

It is now time to draw the sample of Catholic Schools and I have not yet received your response, I do not want to assume that no response means no permission so, I have sent this second letter, asking you to fill in the enclosed response form as soon as possible and return it to me. There is a self-addressed envelope for your convenience.

I am very excited about the positive response I have received, and hope that your school districts will have the chance to be part of the sample.

Thankyou for your consideration and anticipated speedy return.

Sincerely,

Janice MacIntyre

Department of Educational Administration Research Ethics Review Committee
Graduate Student Application

(Please submit a typed copy of this form and a copy of the research proposal to the Department Chairman's office.)

Name Janice C. MacIntyre Student I.D. 712062

Short title of proposed research Catholic School Renewal: A Case Study

☐ Ph.D. dissertation ☐ M.Ed. project
☒ M.Ed. thesis ☐ Other _____ (specify)

Location of the research Alberta Date approval needed Sept. 15,1986

The applicant agrees to notify the Department Ethics Review Committee of any changes in research design after approval has been granted.

Janice C. MacIntyre (signature of applicant) August 21, 1986 (date)

The research proposal has been approved at a meeting of the Supervisory Committee.

(signature of Supervisor) August 26 1986 (date)

For Office use only

Date submitted September 5, 1986 Date decision conveyed _____

Members of the Review Committee E. W. Ratsoy, W. H. Worth, R. G. McIntosh, E. Miklos

Decision of Committee Approved (Approved or not Approved) Nov 3 1986

Comments _____

(Signature, Committee Coordinator)

COOPERATIVE ACTIVITIES PROGRAM: RESEARCH APPLICATION FORM

Field Services
Faculty of Education
University of Alberta

341 Education South
432-3659
T6G 2G5

208

1. **Instructions:**

   a) This application form is to be used for research projects which constitute a major undertaking leading to a Master's thesis or a Ph.D. dissertation, and studies of similar magnitude, or lesser research projects which involve participation of human subjects.

   b) All proposed research projects involving human participants must be reviewed by the ethics committee established in each department, to ensure that ethical guidelines are followed in the conduct of the study. Once clearance is granted, a statement to this effect, signed by the chairperson of the ethics committee, must accompany this research application.

2. **Organization to be Involved**

   Edmonton Public School System ☐
   Edmonton Catholic School System ☒
   N.A.I.T. ☐
   County of Strathcona ☐
   St. Albert Protestant/Separate School System ☐

3. **Requestor** (University staff member) Date November 10, 1986

   Name (include title) Dr. D. A. MacKay Faculty Graduate Studies

   Position Professor Department Education Administration

   Address 7-147 Education North, U of A Telephone 432-2073 432-5241

   Is this request being made on behalf of a graduate student ☒, undergraduate student ☐

   If so, indicate: Janice C. MacIntyre 349-2098 349-3644
   (Name) (Phone Number)

   Box 2147, Westlock, Alberta T0G 2L0
   (Campus or Home Address) (Postal Code)

   Ph.D. student ☐ Master's student ☒ Other: _____

4. **Description of Research Project** - include title, objectives, procedure, evaluation, techniques, ethical considerations, etc.

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

March 6, 1987

Dear Sir or Madam

The attached questionnaire has been prepared for the research requirement of my graduate program in Educational Administration at the U. of A. My research will attempt to describe the introduction of the change in the philosophy and practice of Catholic Schools throughout this province, as facilitated by the Blueprints Profile Questionnaire of the Alberta Catholic School Trustee's Association. It has been designed to study the factors associated with adoption and implementation of the renewal innovation. It will not attempt to evaluate the outcomes of implementation.

Your assistance by completing the enclosed questionnaire would be invaluable to me in achieving my goals. Mr. Kevin McKinney, on behalf of the Executive of the ACSTA, has given me support and necessary resources (non-monetary) with my research. I will be providing the Association with a copy of my final report for their future considerations. Your Superintendent has also received information regarding this research project should you wish to discuss this matter with him. He has given me permission to proceed with the research and has indicated his interest in receiving a copy of the research summary, making it available to you also.

Your cooperation is requested in completing this questionnaire. It will be your decision to participate, and lack of participation is without penalty to you whatsoever. At anytime during the five week collection period, you may withdraw participation from the research. Coding in the upper right hand corner of page one on the questionnaire is for the purpose of a follow-through letter only. The results of the research will be reported in cumulative form. Quotations will be reported anonymously. Any data you provide will be held in the strictest confidence and no school or individual will be identified or identifiable in the results of the study.

If you would like to volunteer for further research, I have planned to personnally interview a small number of principals regarding their innovativeness. Fill out the response form and send it to me in the small envelope I have enclosed.

Should you have any questions or wish to express thoughts or opinions which do not surface in the questionnaire, please contact me at 349-2098 or 349-3644, or my Thesis Advisor, Dr. Al MacKay, at 432-2073.

Please take a few moments to read over the questionnaire and then carefully complete it at your earliest convenience. A stamped, return envelope is enclosed in which to return the questionnaire to me.

I would very much appreciate your help and consider your input essential on this topic. Should I get the opportunity to assist you similarly in the future, please get in touch.

Thank you. God Bless You and Your School Community.

Sincerely,

Janice MacIntyre

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

210

March 6, 1987

Dear Sir or Madam

The attached questionnaire has been prepared for the research requirement of my graduate program in Educational Administration at the U. of A. My research will attempt to describe the introduction of the change in the philosophy and practice of Catholic Schools throughout this province, as facilitated by the Blueprints Profile Questionnaire of the Alberta Catholic School Trustee's Association. It has been designed to study the factors associated with adoption and implementation of the renewal innovation. It will not attempt to evaluate the outcomes of implementation.

Your assistance by completing the enclosed questionnaire would be invaluable to me in achieving my goals. Mr. Kevin McKinney, on behalf of the Executive of the ACSTA, has given me support and necessary resources (non-monetary) to proceed with my research. I will be providing the Association with a copy of my final report for their future considerations.

The project was approved November 1986 by the following members of Edmonton Catholic Central Office: Mr. Mel Klotz, Father Kevin Lynch, and Mr. Ric Laplante. They have indicated interest in receiving a copy of the research summary, making it available to you also.

Principals were designated as key implementors in Blueprints for Future Catholic Schools, an innovation of strategies for excellence in Catholic Schooling. Therefore, I am sending this questionnaire to you for your response.

Your cooperation is requested in completing this questionnaire. It will be your decision to participate, and lack of participation is without penalty to you whatsoever. At anytime during the five week collection period, you may withdraw participation from the research. Coding in the upper right hand corner of page one on the questionaire is for the purpose of a follow-through letter only. The results of the research will be reported in cumulative form. Quotations will be reported anonymously. Any data you provide will be held in the strictest confidence and no school or individual will be identified or identifiable in the results of the study.

If you would like to volunteer for further research, I have planned to personally interview a small number of principals regarding their innovativeness. Fill out the response form and send it to me in the small envelope I have enclosed.

I have been in contact with Field Services at the U. of A. and Student Services of Edmonton Catholic School District. Both agencies have received information regarding my research. Should you have any questions or wish to express thoughts or opinions which do not surface in the questionnaire, please contact Mrs. Annette Stremecki at Student Services, 468-3434. I can be contacted at 349-2098 or 349-3644, and my Thesis Advisor, Dr. Al MacKay, at 432-2073.

Please take a few moments to read over the questionnaire and then carefully complete it at your convenience. A stamped return envelope is enclosed in which to return the questionnaire to me.

I would very much appreciate your help and consider your input essential on this topic. Should I get the opportunity to assist you similarly in the future, please get in touch.

Thank you. God Bless You and Your School Community.

Sincerely,

Janice Macintyre

Box 2147,
Westlock, Alberta,
T0G2L0
September 29, 1986.

Yellowknife Separate Education District
Box 1830,
Yellowknife, N.W.T.
X1A2P4

Dear Mr. Poston,

Please find enclosed the letter I have distributed to all Catholic School Superintendents in the Province of Alberta. Since my research deals with Catholic Schools in Alberta, your School District is outside the population boundaries. However, since members of your School District have been very active participants in the Blueprints Process, I have written to ask your permission to pre-test my questionnaire in your jurisdiction. I tentatively plan to send this questionnaire to the stratified sample of Principals in November and would therefore need feedback prior to this. My questionnaire is presently being completed and will hopefully be ready for pre-testing towards the end of October.

Pre-testing would include completing the questionnaire but done with a critical eye for confusing questions, layout problems, amount of space provided for open-ended questions. If the Principals in your School District could bring these to my attention, it would be greatly appreciated. As I am not an administrator, there may be some aspect that I have overlooked that would be valuable to learning about the change process. I would, again, be very grateful if I could be made aware of it.

Thankyou for your consideration of this matter. I have enclosed a response form and return envelope for your convenience.

Yours sincerely,

Janice C. MacIntyre.

Box 2147,
Westlock, Alberta,
T0G 2L0.
January 3, 1987.

Dear _____,

Happy New Year! Please find enclosed a) covering letter for the Blueprints Questionnaire, and b) Blueprints Questionnaire (revised draft copy, medium letter quality only).

I am hoping you will find an hour to read and critique this instrument for me. Possibly check for the overall impression, clarity, length, length of response space, the wording of questions, sequence, the content, and any area I may have overlooked that would be important to this study.

Feel free to write down all comments right on the questionnaire and if you would like to discuss it, phone me at St. Mary School 349-3644. I have arranged to get time off during working hours to interview you at your office. Otherwise, send the revisions to me in the enclosed envelope.

My proposed timelines is as follows:

Jan 5-21	Pilot questionniare by experts
Jan 22-31	Revise and send to the Northwest Territories for pre-test
Feb 1-15	Revise and code for computer analysis
Feb 16-28	Revise for final draft and duplicate
Mar 1	Mail questionnaires to sample of 187 Principals in Alberta.

I hope that an approximate two-week deadline is not too inconveniencing. I thank you in advance for your time, expertise, and cooperation. This project could not be possible without your valuable input.

Yours truly,

Janice MacIntyre

Box 2147,
Westlock, Alberta,
T0G 2L0.
January 21, 1987.

Dear _____,

Happy New Year! Please find enclosed a) covering letter for the Blueprints Questionnaire, and b) Blueprints Questionnaire (revised draft copy, medium letter quality only).

I am hoping you will find time to respond to this questionnaire as a pre-test for me, by February 9, approximately. As you work through it, check for overall impression, clarity, length especially, length of response space, the wording of questions, sequence, the content, and any area I may have overlooked that would be important to this study. I've been told that it is rather long so if there are any questions you feel are repetitive or unnecessary, please indicate right on the paper.

Feel free to write down your critiques right on the questionnaire and if you would like to discuss it, phone me at St. Mary School, Westlock, 349-3644. Send your questionnaire and comments to me in the enclosed envelope.

My proposed timeline is as follows:

Jan 5-21 Pilot questionnaire by experts
Jan 26-Feb9 Revise and send to the Northwest Territories for pre-test
Feb 10-15 Revise and code for computer analysis
Feb 16-28 Revise for final draft and duplicate

Mar 1 Mail questionnaires to sample of 187 Principals in Alberta.

I hope that an approximate two-week deadline is not too inconveniencing. I thank you in advance for your time, expertise, and cooperation. This project could not be possible without your valuable input.

Yours truly,

Janice MacIntyre

University of Alberta
Edmonton
Canada T6G 2G5

Department of Educational Administration
Faculty of Education
7-104 Education Building North, Telephone (403) 432-5241

March 30, 1987

Dear Sir or Madam

On March 6 I sent a questionnaire to you regarding Catholic School Renewal, in particular, the Blueprints Questionnaire.

As of this date I have not received a response from you. If you did not receive the questionnaire or have misplaced it, please contact me at St. Mary School, Westlock, 349-3644. I will forward you a copy immediately.

Please complete and return the questionnaire as soon as possible.

If you have already responded, thank you for your assistance and please disregard this letter.

Sincerely,

Janice MacIntyre

Janice MacIntyre

APPENDIX C (Continued)

Box 2147
Westlock, Alberta
T0G 2L0
December 2, 1987.

I am sending this letter and enclosed interview schedule as the final part of my research project on the Blueprints School Profile Questionnaire.

In March of this year you completed my "filter" questionnaire and also returned the interview form granting me a follow-up interview.

I have now completed a preliminary analysis of the results and request further information from you in the areas mentioned in the schedule.

I have arbitrarily set a time for a telephone interview with you and will try to contact your school during that hour. If the time is not convenient for you, please have an alternate time and/or date set for me to call back, or feel free to call me collect at 349-2098.

With your permission, the conversation will be tape recorded.

I hope December is not too busy a time for you. The interview should be only 15-20 minutes long. I thank you for your cooperation and comments.

Yours sincerely,

Janice MacIntyre

Janice MacIntyre

APPENDIX F

COMPLETE LISTING OF "EVIDENT SUPPORT" FOR CHANGE OF SCHOOL DISTRICT AND COMMUNITY

APPENDIX F

Complete Listing of "Evident Support for Change of School District" and "Evident Support for Change of Community" as Perceived by School Principals

A. Evident Support for Change of the School District

1. Direct and Indirect Monetary Support- Sponsorship of principals at the Blueprints Conferences, subsidies, financial, conference fees, expenses, money for speakers at in-services, follow-up programs, literature , written items sent out to schools, instruments for staff development, religious in-service modeled on Blueprints format, school-based planning similar but a different name, sponsorship of teachers to SPICE, Newman bursaries for Religious Coordinators, workshops, District Blueprints Day, and support of ACSTA "Religious Education Project."

2. Non-Monetary Support- Encouragement to use Blueprints model in schools, moral support, endorses Blueprints, discussion and communication, intrinsic, periodic checks to see what we are doing, showing commitment and writing philosophy of the school district, encouragement to have school reflect the faith dimension, hold reunions for Blueprints and SPICE attenders, school opening mass, promotion and participation from C.O. staff, provide a few meetings with Blueprints as part of a senior person's responsibilities, total commitment to the change, support groups, long-range plans, "ad hoc" groups attempting strategies, general interest, consultation, pre- and post-conference meetings, planning and evaluating sessions, supports school-related projects, and follow-up sharing among administrators.

APPENDIX F (Continued)

B. Evident Support for Change of the Community

1. Monetary Support- Support for school fund-raising projects, food bank drives, foster child, parish youth direction.

2. Non-monetary Support-"Pastoral", community uses school volunteer workers, attends masses and bible study sessions, building relationships, improved communication, applauds any activity that comes from the school, notice little things, favorable comments, parish team visits school weekly and visits religion classes, liturgical and para-liturgical celebrations, parents interested, encouragement from pastor and assistant, enthusiastic support from parent group, indirect support for any school programs we have initiated, parish community support Blueprints at Parish Council, Knights of Columbus, and Catholic Women's League levels, parents like anything which strengthens our school, our belief and faith, search for cohesiveness, parish priest supportive in past, and local committees on religious formation.

APPENDIX G

LETTER OF "PERMISSION TO COPY"

FROM ACSTA

APPENDIX G

PERMISSION TO COPY

On March 14, 1988, permission was granted to Janice Cecille MacIntyre to reproduce the Blueprints School Profile Questionnaire, the Mission Statement, the Blueprints action plan format, and the map of Alberta showing Catholic School Districts in her unpublished thesis for the purposes of fulfilling the requirements of her degree in Educational Administration from the University of Alberta.

J. Kevin McKinney

Mr. J. Kevin McKinney

Executive Director of the Alberta Catholic School Trustees' Association

APPENDIX H

BLUEPRINTS ACTION PLAN FORMAT

APPENDIX H

BLUEPRINTS ACTION PLAN FORMAT

SAMPLE ACTION PLAN

QUESTION NO.: District and/or School Name:

ACTIVITIES PLANNED	Resources Required	Stakeholders	Timeline (Target Date)	Person (s) Responsible	Indicators of Success	WHAT HAPPENED?

* permission to copy was granted by the ACSTA on March 14, 1988

APPENDIX I

FULLAN'S FACTORS ASSOCIATED WITH ADOPTION AND FACTORS AFFECTING IMPLEMENTATION

APPENDIX I

Fullan's (1982) Factors Associated with Adoption and Factors Affecting Implementation

The following are factors taken from the literature on change and compiled by Fullan (1982) of the Ontario Institute for Studies in Education. Starred factors were those found in the present study.

A. Factors Associated with Adoption (1982: 42)

* 1. Existence and quality of innovations

* 2. Access to information

* 3. Advocacy from Central Administration

* 4. Teacher pressure / support

* 5. Consultants and change agents

* 6. Community pressure / support / apathy / opposition

* 7. Availability of federal funds or other funds

* 8. New central legislation or policy (federal / state / provincial)

* 9. Problem-solving incentives for adoption

10. Bureaucratic incentives for adoption

B. Factors Affecting Implementation

B.1 Characteristics of the Change

* 1 Need and relevance of the change

* 2 Clarity

* 3 Complexity

* 4 Quality and practicality of program (materials, etc.)

APPENDIX I (Continued)

B.2 Characteristics at the School District Level

* 5 The history of innovative attempts
* 6 The adoption process
* 7 Central Administrative support and involvement
* 8. Staff development (in-service) and participation
* 9. Time-line and information system (evaluation)
* 10. Board and community characteristics

B.3 Characteristics at the School Level

* 11. The principal
* 12. Teacher-teacher relationships
* 13. Teacher characteristics and orientations

B.4 Characteristics External to the Local System

14. Role of the Government
* 15. External assistance